NATIONAL ASSOCIATION OF
SECONDARY SCHOOL PRINCIPALS

SECOND YEARBOOK

of the NATIONAL ASSOCIATION *of* SECONDARY SCHOOL PRINCIPALS

Edited by

H. V. CHURCH

Secretary of the Association

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CONTENTS

PAGE

OFFICERS OF THE ASSOCIATION, 1918–1919 vii

OFFICERS OF THE ASSOCIATION, 1919–1920 ix

DIRECTORY OF MEMBERS, 1919 xi

PROCEEDINGS OF THE SECOND ANNUAL MEETING, AT ATLANTIC CITY, 1918:

President's Address, *President Jesse B. Davis* 1

Co-operation between Colleges and Secondary Schools, *Principal Henry E. Brown* 13

Uniform High School Administration, *Principal J. G. Masters* 20

Vocational Guidance, *Principal Edward Rynearson* 22

Physical Education in the American High School, *Principal W. A. Bailey* 31

Military Training in Secondary Schools, *Principal A. M. Hitch* 42

Organization of the Social Life of the High School, *Principal E. J. Eaton* 49

Junior High School Curriculum, *Principal Paul C. Stetson* . 52

Junior College, *Principal J. Stanley Brown* 56

Minutes of the Second Annual Business Meeting 64

THE OFFICERS OF THE ASSOCIATION
1918–1919

President: William D. Lewis
Principal of William Penn High School for Girls,
Philadelphia, Pennsylvania

Vice-President: E. J. Eaton
Principal of East High School, Des Moines, Iowa

Secretary-Treasurer: H. V. Church
Principal of J. Sterling Morton High School, Cicero, Illinois

THE EXECUTIVE COMMITTEE

B. Frank Brown
Principal of Lake View High School, Chicago, Illinois

Jesse B. Davis
Principal of Central High School, Grand Rapids, Michigan

Edward Rynearson
Principal of Fifth Avenue High School, Pittsburgh, Pennsylvania

THE OFFICERS OF THE ASSOCIATION
1919–1920

President: W. A. Bailey
Principal of High School, Kansas City, Kansas

Vice-President: Edward C. Zabriskie
Principal of Washington Irving High School,
New York, New York

Secretary-Treasurer: H. V. Church
Principal of J. Sterling Morton High School,
Cicero, Illinois

THE EXECUTIVE COMMITTEE

Jesse B. Davis
Principal of Central High School, Grand Rapids, Michigan

E. J. Eaton
Principal of West High School, Des Moines, Iowa

William D. Lewis
Principal of William Penn High School for Girls,
Philadelphia, Pennsylvania

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DIRECTORY

National Association of Secondary School Principals

1919

1919 Ethel Percy Andrus, B.S., '03; Ph.B., '03.
1916, *Principal,* Lincoln High School; 3625 North Broadway St., Los Angeles, California.

1918 George E. Anspaugh, A.B., '09; A.M., '16.
1916, *Superintendent* of Schools, Farmer City and Principal of Moore Township High School; Farmer City, Illinois.

1919 John A. Avery, A.B., '91.
1906, *Head Master,* High School; 22 Dartmouth St., Somerville, Massachusetts.

1918 John M. Avery, A.B., '14.
1914, *Principal,* Public High School; Hillsboro, Illinois.

1918 W. C. Baer, A.B., '11.
1913, *Principal,* Danville High School; Danville, Illinois.

1916 W. A. Bailey, A.B., '05.
1915, Kansas City, Kansas.

1916 H. M. Barrett, A.B., '90; A.M., '93; Lit. D., '14.
1912, *Principal,* East Side High School; Nineteenth and Stout St., Denver, Colorado.

1918 R. G. Beals.
Principal, Taylorville Township High School; Taylorville, Illinois.

1916 Wilfred F. Beardsley, A.B., '93.
1906, *Principal,* Evanston Township High School; 1704 Hinman Ave., Evanston, Illinois.

1919 George Gerald Bechtel, A.B., '03; A.M., '05; L.L.B., '12.
1917, *Principal,* Northern High School; 2962 West Grand Blvd., Detroit, Michigan.

1918 Ernest J. Becker, A.B., '94; Ph.D., '98.
1909, *Principal,* Eastern High School; Baltimore, Maryland.

1918 Grant Beebe, B.S., '88.
1913, *Principal,* Calumet High School; 8025 Normal Avenue, Chicago, Illinois.

1919 A. F. Benson, M.P., '13.
1918, *Principal,* Bremer Junior High School; Thirty-second and Emerson Ave., N., Minneapolis, Minnesota.

1919 Fred L. Biester, A.B., '14.
1919, *Principal,* Glen Ellyn Township High School; Glen Ellyn, Illinois.

1916 H. E. Blaine.
Joplin, Missouri.

1916 Louis J. Block, A.B., '68; A.M., '72; Ph.D., '82.
1895, *Principal*, John Marshall High School; 3250 W. Adams St., Chicago, Illinois.

1916 Wm. J. Bogan, Ph.B., '09.
1905, *Principal*, Lane Technical School; 1225 Sedgwick Street, Chicago, Illinois.

1918 E. O. Bottenfield, Ph.B., '16.
1916, *Principal*, Sparta Township High School; 501 N. Vine St., Sparta, Illinois.

1916 A. O. Bowden, A.B., '08; A.M., '10; A.M., '12.
1914, *Principal*, Junior & Senior High School; Cor. Fifth and Illinois Sts., Huron, South Dakota.

1918 E. L. Boyer.
Principal, Bloom Township High School; Chicago Heights, Illinois.

1917 Charles A. Bradley, U.S. Military Academy '77; D.Sc. '16.
1893, *Principal*, Manual Training High School; 1548 Galord St., Denver, Colorado.

1919 H. D. Brasefield, Ph.B., '91.
1917, *Principal*, Fremont High School; 460 Hanover Avenue, Oakland, California.

1916 Jacob P. Breidinger, A.B., '85; A.M., '88.
1901, *Principal*, High School; 15 N. Franklin St., Wilkes-Barre, Pennsylvania.

1916 C. P. Briggs, A.B., '01.
1908, *Assistant Superintendent* and *Principal*, Rockford High School; 1129 Grant St., Rockford, Illinois.

1916 Thomas H. Briggs, Ph.D., '14.
1915, *Assoc. Professor of Education*, Teachers College, Columbia University; 525 West 120 St., New York, New York.

1919 G. H. Brimhall.
Brigham Young University; Provo, Utah.

1916 L. W. Brooks, A.B., '03; A.M., '15.
1911, *Principal*, Racine High School; 1029 Grove Ave., Racine, Wisconsin.

1916 Wendell S. Brooks, B.A., '08.
1914, *Head Master*, The Brooks School for Boys; 1535 Central Ave., Indianapolis, Indiana.

1916 B. Frank Brown, A.B., '91; A.M., '98.
1912, *Principal*, Lake View High School; 4015 N. Ashland Ave., Chicago, Illinois.

1916 Edward L. Brown, A.B., '86; A.M., '90; Lit. D., '14.
1898, *Principal*, North Side High School; 3324 Zuni Street, Denver, Colorado.

1916 George A. Brown, A.B., '06.
1919, *Principal*, Colorado Springs High School; Colorado Springs, Colorado.

1918 George A. Brown.
Bloomington, Illinois.

1917 G. E. Brown, A.B., '13.
1916, *Supt. of City Schools*; 1714 Eleventh Ave., Greeley, Colorado.

1916 J. Stanley Brown, A.B., '89; LL.D., '14.
1919, *President*, Northern Illinois State Normal; De Kalb, Illinois.

1916 William N. Brown, Ph.B., '90, L.L.B., '97.
1909, *Principal*, Peoria Manual Training High School; 308 Bigelow, St., Peoria, Illinois.

1916 Benjamin F. Buck, A.B., '93.
1913, *Principal*, Senn High School; 5900 Glenwood Ave., Chicago, Illinois.

1916 Geo. Buck, A.B., '91; A.M., '01.
1910, *Principal*, Shortridge High School; Cor. Mich. and Penn Sts., Indianapolis, Indiana.

1918 B. R. Buckingham, Pd.B., '01; Ph.D., '13.
1918, *Director of Educational Research*, University of Illinois; 1002 S. Busey Ave., Urbana, Illinois.

1917 P. C. Bunn, Ph.B., '09.
1914, *Principal*, High School; 860 Sixth Street, Lorain, Ohio.

1917 Alden James Burton A.B., '08.
1918, *Principal*, East High School; 1614 E. Twelfth St., Des Moines, Iowa.

1915 William M. Butler, A.B., '77.
1909, *Principal*, Yeatman High School; 3616 N. Garrison Ave., St. Louis, Missouri.

1918 Mallory K. Cannon, M.A., '92.
1916, *Principal*, Matthew Fontaine Maury High School; Norfolk, Virginia.

1917 John O. Chewning, A.B., '01.
1916, *Principal*, Central High School; Sixth and Vine Sts., Evansville, Indiana.

1916 Harry Victor Church, Ph.B., '94.
1899, *Principal*, J. Sterling Morton High School, Twenty-fifth St., and Sixtieth Ave., Cicero, Illinois.

1919 A. L. Clark.
1048 Nineteenth St., Des Moines, Iowa.

1919 W. P. Colburn, Ph.B., '05.
1912, *Supt. and Principal*, Rhinelander Schools; 4 N. Baird Ave., Rhinelander, Wisconsin.

1918 J. H. Collins, A.B., '92.
1918, *Principal*, Independence High School; Independence, Oregon.

1916 R. R. Cook, A.B., '08.
1918, *Principal*, Topeka High School; Topeka, Kansas.

1917 Walter Francis Coolidge, A.B., '99; A.M., '01; A.M., '14.
1913, *Principal*, Granite High School; 2325 D. St., Granite City, Illinois.

1918 Flemin W. Cox, A.B., '08.
1918, *Principal*, Harter-Stanford Township High School, Flora, Illinois.

1917 John A. Craig, A.B., '09; A.M., '10.
1915, *Principal*, Muskegon High and Hackley Manual Training School; 178 W. Webster Ave., Muskegon, Michigan.

1919 J. H. Crann, B.Sc., '06.
1918, *Principal*, York Community High School; Elmhurst, Illinois.

1918 J. R. Cranor,
Gibson City, Illinois.

1919 F. L. Cummings, A.B., '04; A.M., '11.
1916, *Principal*, Fergus County High School, 1007 W. Blvd., Lewistown, Montana.

1916 Chester B. Curtis, B.L., '89, M.L., '92, M.A., '14.
1908, *Principal*, Central High School, 1030 N. Grand Ave., St. Louis, Missouri.

1918 George E. Davis, A.B., '02; A.M., '09.
1919, *Principal*, Walnut Hills High School, Cincinnati, Ohio.

1916 Jesse B. Davis, A.B., '95, A.M., '07, A.M., (Hon.) '18.
1907, *President*, Junior College, *Principal*, Central High School, 226 Youell Ave., Grand Rapids, Michigan.

1919 F. J. Desmond, B.S., '11; A.B., '17.
1916, *Head, History Department*, Elkhart High School; 303 High Street, West Elkhart, Indiana.

1916 John A. Devlin, B.S., '02; M.S., '18.
1918, *Principal*, Atchison County High School; Effingham, Kansas.

1918 H. G. Dibble, Pd.B., '98; M.A., '12.
1918, *Principal*, Gloversville High School; 108 Prospect St., Gloversville, New York.

1918 John C. Diehl, A.B., '87; A.M., '04.
1890, *Principal*, Central High School; 510 Myrtle, Erie, Pennsylvania.

1919 James E. Downey, A.B., '97; A.M., '05.
1910, *Head Master*, High School of Commerce; Boston, Massachusetts.

1918 F. W. Dunlap,
Bradford, Illinois.

1916 E. J. Eaton.
Principal, West High School, Des Moines, Iowa.

1918 Silas Echols, B.A., '05.
1915, *Principal*, High School; 612 Broadway, Mt. Vernon, Illinois.

1917 W. W. Ehrman, B.L., '96; A.M., '14.
1917, *Principal*, East High School; Minneapolis, Minnesota.

1919 Carlos B. Ellis.
1910, *Principal*, High School of Commerce, Springfield, Massachusetts.

1918 Frank S. Espey.
1917, *Principal*, Roberts High School; *Superintendent* of Dist. No. 40; Roberts, Illinois.

1916 Charles D. Everett, A.B., '80; A.M., '93.
1893, *Principal*, North High School; Fourth and Dennison Ave. Columbus, Ohio.

1918 Chas. B. Fager Jr., A.M., '93; M.D., '93; Sc.D. '11.
1905, *Principal*, Technical High School; 2417 N. Front St., Harrisburg, Pennsylvania.

1919 Elizabeth Faulkner, A.B., '85.
1909, *Principal*, The Faulkner School; 4746 Dorchester Ave., Chicago, Illinois.

1918 Beulah A. Fenimore, B.S., '16; F.R.S.
1917, *Principal*, Kensington High School; Cumberland and Amber Sts., Philadelphia, Pennsylvania.

1916 F. H. Finley, B.S., '15.
1916, *Principal*, Sullivan Township High School; Sullivan, Illinois.

1919 C. A. Fisher, A.B., '10; M.A., '18.
1914, *Principal*, High School; Benton Harbor, Michigan.

1918 M. L. Flaningam, B.S., '04; A.M., '14.
1908, *Principal*, Urbana High School; Indiana Ave., Urbana, Illinois.

1917 Ira A. Flinner Ph.B., '06; A.B., '11; A.M.
1911, *Headmaster*, Huntington School; 316 Huntington Ave., Boston, Massachusetts.

1919 Lewis L. Forsythe, A.B., '04.
1917, *Principal*, Ann Arbor High School; 1314 Forest Ave., Ann Arbor, Michigan.

1918 Charles W. French, A.B., '79; A.M., '82.
1917, *Principal*, Parker High School; 6800 Stewart Ave., Chicago, Illinois.

1917 V. K. Froula, A.B., '98.
1915, *Principal*, Broadway High School; 4760 Twenty-first N.E., Seattle, Washington.

1916 L. A. Fulwider, A.B., '95; A.M., '05.
1904, *Principal*, High School; 34 Lincoln Avenue, Freeport, Illinois.

1916 Herbert H. Gadsby, A.B., '86; Ph.D., '92.
1895, *Principal*, Drury High School; 17 Willow St., North Adams, Massachusetts.

1919 Oscar C. Gallagher, A.B., A.M., '96.
1914, *Headmaster*, West Roxbury High School; Boston, Massachusetts.

1918 Charles H. Geise, A.B., '07; A.M., '11.
1915, *Principal*, Central High School; Vance Block, Crookston Minnesota.

1918 Brother Gerald.
Kenrick Catholic Boys' High School; 2615 Stoddard St., St. Louis, Missouri.

1916 Ronald P. Gleason, B.Sc., '87.
1905, *Principal*, Technical High School; Cor. Adams Ave., and Gibson St., Scranton, Pennsylvania.

1916 W. L. Goble, B.S., '01.
1905, *Principal*, Elgin High School; Du Page and Chapel Streets, Elgin, Illinois.

1918 May Goodnue,
East High School; Des Moines, Iowa.

1917 Harry R. Gorrell, B.S., '06.
1909, *Principal*, Washington High School; Mill and Oak Streets, Massillon, Ohio.

1918 Thomas Warrington Gosling, A.B., '94; A.M., '04; Ph.D., '11.
1918, *Supervisor of Secondary Education*, State Department of Public Instruction; The Capitol, Madison, Wisconsin.

1916 John G. Graham, A.B., '09; A.M., '14.
1915, *Principal*, Huntington High School; Huntington, West Virginia.

1916 W. C. Graham.
Wilkinsburg, Pennsylvania.

1917 Porter Graves, A.B., '96.
1913, *Principal*, Manual Training High School;
15th and Forest, Kansas City, Missouri.

1918 Ellen M. Gregg.
Wheaton, Illinois.

1918 W. I. Griffith, B.S.A., '99; M.D., '04.
1917, *Principal*, Benton High School, St. Joseph, Missouri.

1918 W. L. Hagan,
Monticello, Illinois.

1916 Avon S. Hall, A.B., '84.
1913, *Principal*, Medill High School; 1326 West Fourteenth Pl., Chicago, Illinois.

1916 F. M. Hammitt,
Geneseo, Illinois.

1917 Roy F. Hannum, A.B., '07.
1919, *Principal*, High School; Fort Dodge, Iowa.

1916 Richard F. Hargreaves.
Central High School; Minneapolis, Minnesota.

1919 Walter W. Haviland, A.B., '93.
Principal, Friends' Select School; The Parkway, Cherry and Sixteenth Streets, Philadelphia, Pennsylvania.

1917 Thomas Crawfod Hill, A.B., '81.
1904, *Principal*, Christian Fenger High School, 12154 Stewart Ave., Chicago, Illinois.

1917 A. M. Hitch, A.B., '97, B.S., '07.
1907, *Principal*, Kemper Military School, Boonville, Missouri.

1919 Frederick St. J. Hitchcock.
1906, *Principal*, New London Vocational High School, New London, Connecticut.

1918 J. F. Hixson.
Webster Groves, Missouri.

1918 W. W. Hobbs.
North High School; Minneapolis, Minnesota.
1917 H. F. Hoch, Ph.B., '95.
1915, *Principal*, Cleveland High School; St. Louis, Missouri.
1918 H. H. Holmes, B.S., '84.
1912, *Principal*, Central High School; 33 and Indiana, Kansas City, Missouri.
1916 Walter D. Hood, B.A., '94.
1908, *Principal*, The Gilbert School; Winsted, Connecticut.
1918 H. D. Hughes, A.B., '08; A.M., '17.
1917, *Principal*, Hinsdale Township High School; 38 S. Grant, Hinsdale, Illinois.
1919 H. L. Husted, M.D., '09.
1919, *Principal*, High Schools; 104 W. 5th St., Muscatine, Iowa.
1918 Mrs. Margaret Jewett,
Wheaton, Illinois.
1918 W. H. Johnson, A.B., '85, A.M., '91.
1903, *Professor of Education; Sec. Appointments Com.*, University of Kansas, 704 W. 12th Street, Lawrence, Kansas.
1919 Arthur J. Jones, A.B., '93; Ph.D., '07.
1915, *Asst. Professor of Secondary Education*; School of Education, University of Pennsylvania, Philadelphia, Pennsylvania.
1918 Paul G. W. Keller, S.B., '01.
1909, *Principal*, Appleton High School; 531 Lawrence Court, Appleton, Wisconsin.
1919 Gilbert B. Ketcham, A.B., 1899.
1912, *Principal*, Missoula County High School; 813 Hilda, Missoula, Montana.
1919 H. H. Kirkpatrick, A.B., '97.
1913, *Supt. of Schools*, West Chicago City Schools; 9 Allen Ave., West Chicago, Illinois.
1919 C. L. Kirschner, Ph.B., '90.
1911, *Principal*, New Haven High School; New Haven, Connecticut.
1918 G. J. Koons, A.B., '12.
1918, *Superintendent of Schools*, *Principal* of Township High School; 922 North Chicago St., Pontiac, Illinois.
1917 D. Lange, A.B., '09.
1916, *Principal*, Mechanic Arts High School; Central & Robert Sts., St. Paul, Minnesota.
1918 Arnold Lau, LL.B., '06; Ph.B., '18.
1918, *Principal*, High School; Rock Island, Illinois.
1918 J. R. E. Lee, B.A., '89; A.M., '94.
1915, *Principal*, Lincoln High School, 19 Street & Tracy Ave., Kansas City, Missouri.
1918 E. E. Lewis, University High School, Iowa City, Iowa.
1916 William D. Lewis, A.B., '92; A.M., '95; Pd.D., '17.
1919, *Deputy Superintendent of Public Instruction*; Harrisburg, Pennsylvania.

1918 Sherman H. Littler, A.B., '11; A.M., '12.
1914, *Principal*, Coal City Township High School; Coal City, Illinois.

1918 A. K. Loomis, A.B., '09; A.M., '17.
Sumner County High School, Wellington, Kansas.

1916 Hiram B. Loomis, A.B., '85; Ph.D., '90.
1905, *Principal*, Hyde Park High School; 6218 South Rockwell St., Chicago, Illinois.

1916 Edmund D. Lyon, A.B., '82; A.M., '02; Ped. D., '08.
1919, *Principal*, East Side High School; 5505 Arnsby Place, Cincinnati, Ohio.

1917 David MacKenzie,
Central High School, Detroit, Michigan.

1919 T. S. MacQuiddy, B.S., 1903.
1907, High School *Principal and Superintendent*, Watsonville School District, 320 Palm Ave., Watsonville, California.

1916 George Edward Marshall, A.B., '86.
1907, *Principal*, Davenport High School; Davenport, Iowa.

1916 J. E. Marshall, B.S., '01; M.A., '19.
1916, *Principal*, Central High School; 1696 Blair Street, St. Paul, Minnesota.

1916 J. G. Masters, Ph.B., '12; A.M., '15.
1915, *Principal*, Central High School; Twentieth & Dodge, Omaha, Nebraska.

1919 R. B. Mattern B.S., '93; M.S., '03.
1915, *Principal*, Scarborough High School; Scarborough On Hudson, New York.

1918 E. O. May, B.S., '11.
1916, *Principal*, Long View Township High School; Long View, Illinois.

1918 Mary H. Mayer.
High School for Girls, Reading, Pennsylvania.

1919 Arthur Raymond Mead, A.B., '09; A.M., '10; Ph.D., '17.
1913, *Professor of Education*, Ohio Wesleyan University, 448 North Sandusky Street, Delaware, Ohio.

1919 A. W. Merrill, A.B., '90.
1918, *Principal*, The North High School; Cor. Eighth St. & College Ave., Des Moines, Iowa.

1918 J. E. Midkiff.
330 East Twenty Second Street, Chicago, Illinois.

1919 E. F. Miller, Ph.B.; Ph.M.
1911, *Principal* of Rayen School; Corner Wick Avenue & Wood St., Youngstown, Ohio.

1919 Edwin J. Miller, Ph.B., '10.
1915, *Supervisor of Industrial Arts*, Elkhart City Schools; 2002 Prairie St., Elkhart, Indiana.

1916 Edwin L. Miller, A.M., '91.
1914, *Principal*, Northwestern High School; 50 Delaware Ave., Detroit, Michigan.

1916 Fred J. Miller, A.B., '05.
1913, *Principal*, East High School; 205 Independence Ave., Waterloo, Iowa.

1919 Albert B. Morris, A.B., '11; A.M., '16.
1916, *Principal*, Township High School; Palatine Township High School, Palatine, Illinois.

1916 Frank L. Morse, A.B., '96; A.M., '99.
1908, *Principal*, Harrison Technical High School; 2850–24th St., Boulevard, Chicago, Illinois.

1919 Frank Purinton Morse, A.B., '90, A.M., '01.
1901, *Principal*, Revere High School, 8 Victoria St., Revere, Massachusetts.

1916 E. H. Kemper McComb, A.B., '95; A.M., 1898.
1916, *Principal*, Emmerich Manual Training High School, South Meridian and Merrill Streets, Indianapolis, Indiana.

1917 Thomas J. McCormack, A.B., '84; A.M., '87; LL.B., '90; M.S., '19.
1903, *Principal*, LaSalle-Peru Township High School; 5th and Chartres Streets, LaSalle, Illinois.

1916 Joseph Stewart McCowan, Ph.B., '95; A.M., '00.
1916, *Principal*, High School; South Bend, Indiana.

1916 M. R. McDaniel, M.S., '05; A.M., '09.
1914, *Principal*, Oak Park and River Forest Township High School, 741 N. Oak Park Ave., Oak Park, Illinois.

1918 Mrs. N. C. McKinney, A.B., '03.
1918, *Principal*, Camargo School, Camargo, Illinois.

1919 J. H. McNeel, A.B., '00.
1913, *Principal*, Beloit High School; 217 St. Lawrence Ave., Beloit, Wisconsin.

1917 L. N. McWhorter, B.A., '95.
1918, *Principal*, West High School; 3636 Portland Ave., Minneapolis, Minnesota.

1919 S. M. Nees, B.S., '82; M.A., (Hon.) '10.
1899, *Principal*, Montgomery County High School, 703 N. Tenth Street, Independence, Kansas.

1919 O. F. Nixon, A.B., '14.
1916, *Principal*, Fairfield High School; 306 East Washington, Fairfield, Iowa.

1918 Francis R. North, A.B., '97; A.M., '03.
1905, *Principal*, Paterson High School; Hamilton Place, Paterson, New Jersey.

1919 Charles M. Novak, A.B., '08, L.L.B., '12, A.M., '15.
1915, *Principal*, Northeastern High School, Warren and Grandy Aves., Detroit, Mich.

1916 E. P. Nutting, A.B., '02.
1905, *Principal*, Moline High School; 1840–14 Ave., Moline, Illinois.

1917 H. Allen Nye.
Colorado Springs, Colorado.

1917 Frank H. Olney, A.B., '91.
1893, *Principal,* Lawrence High School; 815 Ind. Street, Lawrence, Kansas.

1919 L. G. Osborn, B.S., '12; A.B., '14; A.M., '18.
1918, *Principal,* Neogo Township High School, Neogo, Illinois.

1919 Irving O. Palmer, A.B., '87; A.M., '90.
1910, *Principal,* Newton Technical High School, 30 Highland Ave., Newtonville, Massachusetts.

1916 L. S. Parmelee, B.S., '00
1913, *Principal,* Flint High School; Corner Beach and Third Sts., Flint, Michigan.

1917 Charles H. Perrine, Ph. B., '92.
1917, *Principal,* Wendell Phillips High School; 39th Street and Prairie Avenue, Chicago, Illinois.

1917 Frank G. Pickell, A.B., '09; A.M., '17.
1917, *Principal,* Lincoln High School; 22 & J. St., Lincoln, Nebraska.

1917 Dwight E. Porter, A.B., '02.
1917, *Principal,* High School of Commerce; 913 N. 49th Ave., Omaha, Nebraska.

1917 John L. G. Pottorf, A.B., '03; M.E., '11; M.A., '11.
1907, *Principal,* McKinley High School, Canton, Ohio; 702–13th Street, N. W., Canton, Ohio.

1917 John Rush Powell, B.A., '97; M.A., '99.
1909, *Principal,* Soldan High School; 918 Union Boulevard, St. Louis, Missouri.

1919 William Prakken, A.B., '98; Ph.B., '00.
1915, *Principal,* Highland Park High School; 128 Glendale Ave., Highland Park, Wayne Co., Michigan.

1917 Merle Prunty, A.B., '09.
1918, *Principal,* Central High School; 6th and Cincinnati, Tulsa, Oklahoma.

1919 F. O. Randall, M.Di.; '97; A.M., '16.
1916, *Principal,* Flathead County High School, 704, 2nd Ave., West, Kalispel, Montana.

1918 A. A. Rea, A.B., '13.
1917, *Principal,* West High School; 84 Blackhawk Street, Aurora, Illinois.

1917 W. T. Ream, B.A., '94; M.A., '97.
1911, *Principal,* East High School; 608 S. Monroe Ave., Green Bay, Wisconsin.

1916 Clayton E. Reed, A.B., '96; A.M., '99.
1917, *Principal,* South High School; 1745 Market Street, Youngstown, Ohio.

1916 Ernest John Reed, A.B., '15.
1916, *Principal,* Adrian High School, 425 E. Front St., Adrian, Michigan.

1918 Joseph A. Reed, B.S., '06, A.M., '07.
1906, *Principal,* Franklin High School, Seattle, Washington.

1918 Thomas W. Records.
Garfield High School, Terre Haute, Indiana.

1919 P. O. Riley, B.A., '96, Ph.D., '02.
1918, *Superintendent*, Manteno High School, Manteno, Illinois.

1917 Clarence T. Rice, B.A., '11; B.S., in Ed., '11; M.A., '18.
1919, Kansas City (Kansas) High School 9th and Minnesota, Kansas City, Kansas.

1916 W. B. Rice, A.B., '07.
1914, *Principal*, Ottumwa High School, Ottumwa, Iowa.

1918 B. C. Richardson, A.B., '93, A.M., '96.
1906, *Principal*, Theodore Roosevelt High School, 524 E. 7th St., Alton, Illinois.

1919 Myron W. Richardson, A.B., '86.
1911, *Headmaster*, Girls High School; 67 Brooksdale Rd., Brighton, Massachusetts.

1916 Ira Pleasant Rinker, A.B., '02.
1914, *Principal*, Kewaunee High School, Kewaunee, Illinois.

1916 George H. Rockwood, A.B., '79; A.M., '82.
1900, *Principal*, Austin High School; 5417 Fulton Street, Chicago, Illinois.

1918 Joseph Roemer.
Sam Houston Normal Institute, Huntsville, Texas.

1918 I. Lloyd Rogers, A.B., '04; L.L.B., '14.
1917, *Principal*, Waukegan Township High School; Corner Glencock and Jackson Streets, Waukegan, Illinois.

1919 Jas. N. Rule, B.S., '98; M.S., '01.
1912, *Principal*, Schenley High School; Center Ave., and Bigelow Blvd., Pittsburgh, Pennsylvania.

1918 J. B. Russell, Wheaton, Illinois.

1916 Edward Rynearson, A.B., '93; A.M., '96.
1912, *Principal*, Fifth Avenue High School, 1800 Fifth Avenue, Pittsburgh, Pennsylvania.

1916 R. L. Sandwick.
Principal, Deerfield-Shields Township High School, Highland Park, Illinois.

1918 Parke Schoch, A.B., '88; A.M., '91.
1912, *Principal*, West Philadelphia High School for Girls; 47th & Walnut Sts., Philadelphia, Pennsylvania.

1918 H. M. Schwartz, Ilion High School, Ilion, New York.

1916 Walter E. Severance, A.B., '95; A.M., '02.
1918, *Principal*, Central High School; Harrisburg, Pennsylvania.

1919 Edith P. Shepherd, B.S., '12.
1917, *Principal*, Batavia High School; Batavia, Illinois.

1919 J. W. Shideler, Ph.B., '09.
1918, *Principal*, Crawford County High School, Cherokee, Kansas.

1917 William F. Shirley, A.B., '07.
1919, *Principal*, Sioux City High School; Sioux City, Iowa.

1919 Louis Palmer Slade, A.B., '93; A.M., '97.
1913, *Principal*, Public High School, New Britain, Connecticut.

1918 L. C. Smith, A.B., '05.
1911, *Superintendent*, Elementary Schools; *Principal*, Chatsworth Township High School, Chatsworth, Illinois.

1916 Lewis Wilbur Smith, A.B., '02; A.M., '13; Ph.D., '19.
1919, *Principal*, Joliet Township High School; Joliet, Illinois.

1916 William H. Snyder, A.B., '85; A.M., '88; D.Sc., '08.
1908, *Principal*, Hollywood High School, 1521 Highland Avenue, Los Angeles, California.

1919 W. L. Spencer, B.A., '02; M.A., '15.
1918, *High School Inspector*, State Department of Public Instruction, Bowling Green, Ohio.

1916 W. R. Spurrier, A.B., '01.
1912, *Principal*, Princeton Township High School; 1013 So. Church St., Princeton, Illinois.

1918 Wayland E. Stearns, A.B., '85; A.M., '94.
1899, *Principal*, Barringer High School; 6th Ave., Ridge & Parker Sts., Newark, New Jersey.

1916 H. T. Steeper, A.B., '09.
1918, *Principal*, Great Falls High School; 113–15th St., Great Falls, Montana.

1917 A. J. Steffey, A.B., '14.
1916, *Principal*, Ames High School; 1117 Duff Ave., Ames, Iowa.

1916 Paul C. Stetson.
South High School, Grand Rapids, Michigan.

1916 Fred G. Stevenson, A.B., '08.
1917, *Principal*, Dubuque High School; 1564 Iowa St.,Dubuque, Iowa.

1919 John Alford Stevenson, A.B., '08; A.M., '12; Ph.D., '18.
Ass't Prof. of Education, Director of Summer Session, University of Illinois, Room 203 University Hall, Urbana, Illinois.

1919 John L. Stewart, B.Sc., '13.
1918, *Principal*, Parkersburg High School; 1713 Latrobe Street, Parkersburg, West Virginia.

1918 H. C. Storm, A.B., '05; A.M., '15.
Superintendent, Batavia Public Schools; 78 North Batavia Avenue, Batavia, Illinois.

1916 J. L. Thalman, A.B., '00; A.M., '10.
1917, *Principal*, Proviso Township High School; 1st Ave., & Madison St., Maywood, Illinois.

1919 John W. Thalman, A.B., '00.
1918, *Principal*, Central High School and Junior College; 13th and Olive Sts., St. Joseph, Missouri.

1919 C. W. Thompson, Ph.B., 1896.
1913, *Principal*, Carbon County High School, Red Lodge, Montana.

1917 K. K. Tibbetts, A.B., '10.
1918, *Superintendent*, Independent Schools Dist. No. 18; 311 Minnesota Ave., Gilbert, Minnesota.

1917 Geo. N. Tremper, A.B., '01.
1911, *Principal*, Kenosha High School; 726 S. Exchange St., Kenosha, Wisconsin.

1916 Clifford Gilbert Wade, B.S., '96; M.A., '15.
1913, *Principal*, Superior High School; 793 W. Fourth St., Superior, Wisconsin.

1917 Karl Douglas Waldo, A.B., '06, A.M., '14.
1914, *Principal*, East High School, 24 Hickory Ave., Aurora, Illinois.

1916 M. H. Walrath, A.B., '89; M.A., '92.
1897, *Principal*, Troy High School; 16 Locust Ave., Troy, New York.

1918 George A. Walton, A.B., '04; A.M., '07.
1912, *Principal*, George School; George School, Pennsylvania.

1918 Fred U. Ward, A.B., '00; A.M., '08.
1910, *Principal*, Taunton High School; Corner Washington and North Pleasant Streets, Taunton, Massachusetts.

1918 L. C. Ward, A.B., '03.
1915, *Principal*, Fort Wayne High School; Fort Wayne, Indiana.

1918 William H. W. Wasson, A.B., '14.
1918, *Superintendent*, Public Schools; 207 Main St., Sparta, Illinois.

1919 P. M. Watson, A.B., '14.
1918, *Principal*, Robinson Township High School; 704 N. Cross St., Robinson, Illinois.

1916 Ferris E. Webb, B.A., '11.
1919, *Principal*, Globe High School; 781 Maple St., Globe, Arizona.

1916 David E. Weglein, A.B., '97; A.M., '12; Ph.D., '16.
1906, *Principal*, Western High School; Lafayette Ave., and McCulloh St., Baltimore, Maryland.

1917 J. F. Wellemeyer, A.B., '06; M.A., '14.
1917, *Principal*, Quincy Senior High School; 1208 Jersey St., Quincy, Illinois.

1916 Dora Wells, B.A., '84; M.A., '97.
1911, *Principal*, Lucy L. Flower Technical High School; 6059 Wabash Ave., Chicago, Illinois.

1917 Wm. A. Wetzel, A.B., '91; Ph.D., '95.
1901, *Principal*, High & Junior Schools; 12 Belmont Circle, Trenton, New Jersey.

1917 C. W. Whitten, A.B., '06.
1916, *Principal*, De Kalb Township High School; Box 479, De Kalb, Illinois.

1916 William Wiener, A.B., '88; A.M., '89; Ph.B., '91.
1912, *Principal*, Central Commercial & Manual Training High School, Newark, New Jersey.

1917 Alvin S. Wight, A.B., Ped. B., '11.
1916, *Principal*, Newton High School, Newton, Kansas.

1916 Gilbert H. Wilkinson, Ph.B., '98; A.M., '07.
1913, *Principal*, Lyons Township High School; Brainard Ave., La Grange, Illinois.

1916 G. W. Willett, A.B., '08; A.M., '14.
1914, *Principal*, Hibbing Six Year H. S. & Junior College; Hibbing, Minnesota.

1919 Mrs. Lucy L. W. Wilson, Ph.D., '97.
1916, *Principal*, South Philadelphia High School for Girls; 2101 S. Broad St., Philadelphia, Penn.

1918 Walter C. Wilson, B.S.; '04.
1917, *Principal*, Pasadena High School, Pasadena, California.

1916 O. H. Wingfield, A.B., '99.
1908, *Principal*, Central High School; Corner West and Griffith, Jackson, Mississippi.

1916 John E. Witmer, A.B., '94.
1918, *Principal*, City High School; 407 So. Poplar Ave., Kankakee, Illinois.

1916 Leonard Young, A.B., '98.
1910, *Principal*, Central High School; Lake Ave., & Second Street, Duluth, Minnesota.

1918 Rose N. Young.
Stillwater High School; Stillwater, Minnesota.

1916 Oliver O. Young, A.B., '04; M.A., '14.
1915, *Principal*, High School; Boise, Idaho.

1919 Edward Cornell Zabriskie, A.M.
1915, *Principal*, Washington Irving High School; 40 Irving Place, New York, New York.

1916 A. P. Zetterberg, A.B., '08; A.M., '12.
1915, *Superintendent*, Lockport, Twp. High School; Jefferson St., Lockport, Illinois.

Institutions

Dartmouth College Library
Hanover, New Hampshire.
Librarian, N. L. Goodrich.

Indiana University Library
Bloomington, Indiana.
President, William Lowe Bryan.
Librarian, W. E. Jenkins.

Oahu College Library
Honolulu, Hawaii.
President, Arthur Floyd Griffiths.
Librarian, Mabel M. Hawthorne.

Ohio Wesleyan University Library
Delaware, Ohio.
President, John W. Hoffman.
Librarian, Russell B. Miller.

State Library—Albany, New York
Director, J. Q. Wyer, Jr.

Teachers College Library—Columbia University, New York.
President, Nicholas Murray Butler.
Acting Librarian, William H. Carpenter.

SECOND ANNUAL MEETING OF THE ASSOCIATION

The second annual meeting of the National Association of Secondary School Principals was held at Atlantic City, New Jersey, Monday and Tuesday, February 25 and 26, 1918.

THE FIRST SESSION

The first session, Monday, February 27, 1918, was called to order in the Rose Room of Traymore Hotel, at 2 P.M., by the president, Principal Jesse B. Davis, of Central High School, Grand Rapids, Michigan.

The president gave the second annual address as follows:

THE PRESIDENT'S ADDRESS

THE WAR AND THE PUBLIC SCHOOLS

By JESSE B. DAVIS

Ladies and Gentlemen:

The world war is waking us up. No longer does tradition maintain its former influence over thinking men. We are being brutally shocked into a realization of the fundamental character of the world in which we live and of the demands of the world upon our vital institutions. It is with this realization, this awakening, in the field of education, that we as educators are here concerned.

Educators, like all others in their smugly conservative world, have been too much bound by tradition. If asked why we have no school on Saturday, we must answer, "Because back in the old colonial day, our forefathers did not believe in working on Sunday. For this reason the children were kept at home on Saturday to do the extra work that must be done in order that they might keep the Sabbath holy." If you ask why we have long summer vacations in this country, we will again reply that our New England ancestors were an agricultural people and that they needed the help of their children on their little farms during the summer months. Children were permitted to attend school only during the few winter months when they could not be of help at home. This subservience to tradition

extends even to the subjects we teach, and if you ask us why we have insisted upon so much Latin in the curriculum, we must say that when our first colleges and preparatory schools were established, it was for the purpose of educating men for the Christian ministry and for that profession Latin was essential. Higher education very slowly broadened out to admit of preparation for other so called learned professions, such as law, medicine, and teaching, all of which made use of Latin as a practical preparatory subject. And it is only within very recent years that we have begun to break away from the traditional curriculum and to open up our schools to prepare for practical life careers of as wide a variety that the requirements are vastly different from these of the professions.

In the midst of our gradual awakening to the educational demands of modern times, the war crisis suddenly calls us to immediate action. In the light of the experience of other nations at war, we are realizing some of the deficiencies of our own educational methods; the wastefulness of time and money, the lack of national aim and unity of purpose in our school system. It is possible that we have needed just such a shock as this war has given us to arouse us in time so that we may bring about definite reforms before it is too late.

The Council of National Defense

The Council of National Defense has appointed an advisory committee on the subject of education. The chairman of that commission, Dr. Robert J. Aley, president of the University of Maine and past president of the National Educational Association, with a representative body of men from all parts of the United States, has presented a report which should do much to bring about the immediate reform needed in our public schools. This commission based its recommendation upon four fundamental principles:

1. We should, in the war crisis, maintain our public schools as full as possible.

2. We should encourage our students to continue their training until they are actually needed in the service of their country.

3. We should change our course of study and our methods of instruction to fit the needs of our students, both present and future.

4. We must emphasize thrift and avoid waste.

Following out the intent of these principles, this commission reported six definite recommendations:

1. That the school year should be adjusted to meet the needs of each community.

2 That in our cities the schools should be kept open for the entire year to both children and adults.

3. That school sessions in agricultural districts should be fixed so that boys and girls might be permitted to do farm work.

4. That teachers should be employed to supervise farm and home production.

5. That school systems should co-operate on a part-time basis with industry.

6. That we should hold our boys from premature enlistment.

War and the Schools of Europe

(CHART I)

Comparative Efficiency of School Systems

City	Hours in school day	Hours in school week	Days in school year	Hours in school year	More hours than G. R.
Grand Rapids.....	5	25	194	970	
Paris.....	6	30	220	1,320	350
London.....	5½	27½	210	1,155	185
Berlin.....	6	32	225	1,350	380

English Experiences *1914–1916*

1. School used for war purposes.
2. School budgets reduced.
3. Children employed in war work.
4. Only 1/5 left in school.
5. Child wages increase 5 times.
6. Child crime almost doubles.

Reforms *1917–1918*

1. National system of education.
2. School age raised to 18 years.
3. Teacher's salaries raised 30%.

German Efficiency

1. Schools open all year.
2. Training for adults and children.
3. Men instructors.
4. Teachers well paid and pensioned.
5. Instruction for definite life work.

Enemy Wisdom

"What you would put into the life of a nation, put into its public schools."

—German Proverb.

"The school is the all-pervading force of Germany's industrial, commercial, political, and

American Inefficiency

1. Time wasted in long vacations.
2. Invested capital wasted.
3. Low compulsory school age.
4. Child labor exploitation.
5. 5,000,000 illiterates over 10 years.
6. Lack of physical and health training.
7. Low average teaching wage.
8. Majority of teachers women.
9. Trade and technical training neglected.
10. Lack of national

4. More scientific and technical training.
5. Greater attention to training of girls.
6. Higher education possible to poor.

military aspirations." —Sigmund Mendelsohn

aims.

11. Lack of National system.

Eliminate False Ideals of Germany and Add to its Efficiency the Ideals of American Democracy

The United States must not fail to profit by the experience of her Allies in Europe. England yielded to the same temptation during the first two years of war that we are facing in many parts of our country today. England allowed many of her school buildings to be used for war purposes. School budgets were greatly reduced. Children were permitted to leave school to go to work in factories and munition plants. It has been reported that in 1915 two hundred thousand children under twelve years of age were employed in industry, and that five hundred thousand between the ages of twelve and sixteen were employed in war work of some sort. The wage given these child workers was five times that under ordinary conditions, and as a natural result, only one pupil out of five remained in school. Long hours in factories for children of school age means broken down physique and impaired health to such an extent that its results can never be told. Let it be sufficient to record that juvenile crime in English cities increased from fifty-six to eighty per cent.

There is little wonder that in 1917 a most revolutionary education bill was presented in parliament to reform this terrible situation. There is not space here to go fully into the provisions of this remarkable document, which is probably as significant in the progress of English education as is the famous Magna Charta in English politics. For the first time in English history a truly national system of education is set up. The bill includes a clause compelling full time schooling for all children up to fourteen years of age. Between the ages of fifteen and eighteen years inclusive, all children must put in a specified minimum number of hours in "Continuation Schools," even though they may be employed in part-time occupations. The bill further provides for more scientific and technical training than in former years. Greater attention is paid to the training of girls and to free higher education for the children of the poor. It is worthy of attention in passing that the salaries of teachers in England have increased during the war approximately thirty per cent.

Wisdom of the Enemy

The enemy has never failed to appreciate the value of the public schools. While the ideals of Germany are such that we cannot accept or imitate them, we must at least recognize that she has been efficient and we should attempt to analyze her efficiency even while deprecating her aims. Germany has not wasted the time of her children, for the schools are open all the year around. She has consistently educated adults as well as children at public expense. She has seen to it that her instructors were well paid and were pensioned in their old age, thus holding them loyal to the government, and has in this way been able to hold some of her strongest men as instructors in the public schools. It is a result of this policy that when Germany needed men for work in connection with the war, she was able to turn to the product of her public schools, every pupil of which had been trained for some definite life work.

American Inefficiency

The comparative table shown in Chart I places before us in graphic form the wastefulness of our American public school system. This table was originally prepared by Sigmund Mendelsohn for the *Educational Review*, and leads to some very striking conclusions. Grand Rapids offers during the year twenty more school hours than are offered in New York City, which may be taken as typical of the United States as a whole. But London, Paris, and Berlin offer respectively 185, 350, and 380 more school hours than are included even in our Grand Rapids school year at present. The long summer vacation customary in the United States therefore, is an important factor in wasting nearly 40 per cent of the time of the child while completing the course of study contained within our public schools. It would be difficult to compute the waste of invested capital during this summer period of inactivity. In Grand Rapids alone it means that about $3,000,000 lies idle for twelve weeks of each year.

From a national standpoint, our low compulsory school age has been a crying disgrace. Child labor exploitation in our southern states and industrial centers, north and south, is responsible to a large extent for our five million illiterates over ten years of age. This condition, of course, is the result of leaving the control of this fundamentally important matter in the hands of local units, instead of placing it, as it rightfully belongs, in the hands of the federal government. As long as the literacy of the children of the United States is

left in the hands of scheming local politicians, we must expect our national census to show a high proportion of uneducated citizens.

Neglect Physical Education

The proportion of our young men rejected by the medical examiners of our newly created national army is a severe commentary upon the inadequancy of the physical and health training in our public schools. If the war should bring us a real reform along the lines of physical and health training, it will have been to that extent a great blessing.

Demand for Men Teachers

The notoriously low wage paid for teaching the United States may in part account for the fact that the majority of our teachers are women. I wish to cast no reflection whatever upon the value of women as teachers, but it is nevertheless true that our schools are over feminized and that we need more strong men in educational work. We must place teaching upon equality with other learned professions, and here again we must get away from tradition. Just as the churches are realizing that if they want strong men in the ministry they must pay the wages of strong men to their clergy, so the public must realize that if we want our children trained under earnest, progressive, capable men, we must pay to get men of this stamp into our educational system. Furthermore, having brought these men in, we must make up our minds to keep them in. Conditions in the teaching profession today are such that the best and strongest among our younger men are continually being tempted out into business and other more remunerative professions. So long as education was aristocratic, and the teachers needed were few, we could count on the missionary spirit to produce a few capable men, devoted to their profession. But the teaching staff is today so large that it cannot in the nature of the case be made up of sturdy heroes, and if we would not have the profession sink into complete inefficiency, we must go on the market and compete economically for the services of good men.

Trade and Technical Schools

For the past decade or more, we have made desperate efforts to advance trade and technical training throughout the country. These efforts still lack proper organization and unity of aim, but

there is reason to hope that the war crisis will be effective in bringing about vital changes in this regard.

National Department of Education

When our National Bureau of Education can be raised to a full department with its head recognized as a member of the President's cabinet, we may hope for a national system of education that will be effective, and not until then shall we have a national administration of education that will develop our public schools to the point where they will become a successful agency for national unity and efficency.

The Next Step Toward Efficiency

Applying our action to the recommendations of the Council of National Defence, we have very generally adjusted our school year to allow boys to go to work on the farms and to undertake other seasonal occupations made urgent by the war. We have co-operated in every patriotic drive, have taught thrift, have introduced new subjects into the curriculum, but we have not seen fit to open our schools the whole year round to both children and adults. We have not maintained our schools as fully as possible nor have we made the most efficient use of the vast sums of money invested in buildings and equipment.

Chart II
The Four-Quarter School Plan

First Quarter

Jan.—Feb.—March.

Jan. 1—Mar. 23; 12 weeks; vacation: March 23—April 1.

Second Quarter

April—May—June.

April 1—June 22; 12 weeks; vacation June 23-29.

Third Quarter

July—Aug.—Sept.

July 1—Sept. 23; 12 weeks; vacation: Sept. 23-29.

Fourth Quarter

Oct.—Nov.—Dec.

Oct. 1—Dec. 21; 12 weeks; vacation: Dec. 21-28.

Evils of Old Plan

1. Idleness and thriftlessness
2. Bad habits of living and thinking
3. Lack of discipline and self-control
4. Wrong ideas of time and pleasure
5. Moral and physical decline
6. Wasteful neglect of opportunity
7. Idle investment of $3,000,000.00

Benefits of New Plan

1. 40% more instruction at 18 years of age
2. Efficient use of capital invested in school system of the country
3. A speeding up of preparedness program as a war measure
4. Stronger teachers held in schools
5. Per diem per capita cost reduced
6. Adjustment of vacations to meet economic needs of the students

Upon the Efficiency of the Public Schools is Built the Progress of the Nation

A few experiments in the all-year school or the four-quarter system have been tried in various parts of the country. Summer-school sessions of six weeks duration have been held in most of the larger cities, but this service has reached but a limited number and the work accomplished has not aided the pupil effectively in making advancement in grade or in subject credit. One city superintendent has made the following recommendation to his board of education:

"Divide the school year into four terms of twelve weeks each: summer term, July, August, September; fall term, October, November, December; winter term, January, February, March; spring term, April, May, June. Have a week's vacation at the close of each term, making forty-eight weeks of school and four weeks of vacation. Let each grade be divided into three parts and let all these three special divisions of a grade be conducted simultaneously in all the terms. For example, instead of having the fifth grade divided into 5–1 and 5–2, let it be divided into 5–1, 5–2, and 5–3, each division representing one term of school. Let promotions be made at the close of each term of twelve weeks. If a pupil attends any three of the four terms during the academic year, the compulsory education law will be satisfied.

The advantages of this organization to pupils would be many. Promotions would be more frequent, which is certainly desirable. If a pupil failed in any term's work, it would be possible to make that up during the academic year, and if a pupil should go to school continuously and do his work successfully, it would be possible to finish the eight required grades in six years. When children become old enough to work, the time of earning would not be confined to the summer vacation. If a pupil should find profitable occupation during any term, it would be possible for him to stay out one term without losing his grade.

Doubtless many would say that children could not endure constant attendance at school without serious danger to health. My recommendation would be that schools ought to be conducted in such a way that a child is better mentally, morally, and physically for being in school. If schools are now conducted in such a way that they are a detriment to the health of the children, methods ought to be changed. I believe tha it is possible so to organize and conduct schools that a child would be better off physically and morally and

mentally in school during the long summer vacation than out of school.

Regarding teachers under this system, let the board of education make a contract agreeing to employ a teacher three of the four terms during the school year. These three terms would probably be the fall, winter, and spring terms. It is probable that there would be fewer teachers required to conduct the schools during the summer time. Let the principals be under contract for the entire year, with four weeks' vacation allowed with pay during the year at any time which the principal may select, and which would least interfere with the conduct of the schools. This four weeks of vacation with pay might be chosen either all at one time or at different times during the year.

The unknown quantity, which probably cannot be found out without trial is the additional expense that this plan would make necessary. It is possible that attendance during any three terms of the four would satisfy the compulsory law, and the opportunity for gainful occupation that might be afforded during the fall, winter, and spring months, might so reduce the number of pupils in attendance that the total expense for the year would not be much greater than at present.

Evils of the Old Plan

Every parent realizes the bad influence of the long summer vacation. Habits of summer idleness and thriftlessness upon the part of a large proportion of our boys and girls must have a permanent effect upon their whole lives. Ten or twelve weeks given up to having a good time and spending money which they have not earned, cannot help having an effect upon the future citizens of the nation. We are told that the American child lacks discipline and self-control. Can we not trace this lack in part to the license of long summer vacations?

In Grand Rapids alone we have an investment of nearly three million dollars in school property and equipment. This investment remains idle throughout the long vacation. The overhead expense of maintenance, janitor service, etc., continues during the summer without any return to the public. Surely, if it is financially worth while to use this investment efficiently for ten months of the year, it ought to be worth while so to use it during the remaining two months.

Benefits of the All-Year Plan

Before discussing the benefits of the new plan, let us realize that at present we have two semesters of twenty weeks each and a summer

school of six weeks, making a total of forty-six weeks in the school year. The summer school is of use only to those who wish to make up a failure of the previous semester. It is not of long enough duration to make it possible for students to work for advanced credit. By adding just two weeks to the present school period and reorganizing our semesters on the quarterly plan, it will be possible to make every day count for the advancement of the pupil. Then any student who wishes will be able to use the fourth quarter in any year to complete one-third more school work than he can at present. This plan will lead to more efficient use of the capital invested in our public school property and equipment. It will make possible the speeding up of a preparedness program in education as a distinct war measure. It will also make it possible for students to take one of these quarters for a vacation, for a chance to earn money or for an opportunity to fit the natural economic needs of business, industry, or the farm. In passing, let me suggest that this plan will also probably keep more men or heads of families in our public schools as teachers, because under it they will have employment throughout the year and will not be obliged to supplement their low salaries with labor in other occupations during the summer vacation. Therefore, the new plan, as suggested will add very little to the cost of our public schools and at the same time will build up their efficiency so that they may be of greater service in preparing our boys and girls, not only for the demands of war, but for the necessities of peace.

Effect upon the Curriculum

The objection has been offered that it is too hard upon both teachers and children to attend school the year around. If this proves to be true, then the all-year school must be reorganized with a revised and much simplified course of study. The new curriculum must provide much additional time for directed play and physical development, and for the elementary hand work upon which skilled workmanship may be based. We must simplify the academic curriculum and reduce it to fundamentals, and in every way we must so conduct the school that it will actually be the best place for the child in winter or in summer. The new plan will make it possible to cover the work from the kindergarten through the sixth grade, when so desired by the child and his parents, in six years, when it formerly took seven.

The Junior High Schools, covering grades, seven, eight and nine, may be called pre-vocational schools, giving each child an opportunity

to try himself out in a very elementary way along academic, commercial, industrial, or home economic lines. By making a careful study of the development of the child along these prevocational lines, it will be possible to guide him toward the senior high school with some idea of his fitness to complete some well planned curriculum which will lead him definitely toward some career.

The life-career motive should dominate all the work in the senior high school, covering grades ten, eleven, and twelve. These three years, preceding under the new plan, may (at the option of the student) be covered in two and one-half years. Here opportunity will be given for more definite preparation along three distinct lines: academic or professional training, leading on ultimately to the university; commercial training. leading toward definite careers in the business world; and trade training along lines of wood working, metal working, printing, and drawing.

The senior high school should offer special courses for the training of girls. The experience of England and France since the outbreak of the war has taught us that we must not neglect the definite training of girls for life careers. At the close of this war, greater opportunities for girls will be offered than ever before in the history of our country. Teaching will not be the object of nearly every girl who hopes to earn her own living; many a broader possibility will be presented for which we should offer definite courses if we would prepare our girls for the work which the world will demand of them.

For Whom Are We Fighting?

Preparedness Program

We Must Win the War for our Children's Sake—On Them Rests the Future of Democracy. The Nation's Greatest Asset is its Young Life.

Immediate Demands

1. Use of school property more efficiently
2. Open schools all year to all citizens
3. Develop trade and technical courses
4. Promote physical and military training
5. Conform to national ideals in education
6. Make our schools foremost agency of preparedness

This is not a Time to Curtail Public Schools. Patriotism Demands that Taxes and Funds be Raised for Local Education as Well as for Other War Projects.

England has just awakened to the fact that it is for their children that they are fighting so desperately to defeat the ambitions of the

German Kaiser. A victory gained for children who have been ruined physically and morally will in reality be a defeat. We on our part must realize that on the children of today rests the future of democracy in America. The basis of democracy is an enlightened people. Therefore the greatest potential asset which this nation has today is its young life. All that we may do by way of raising funds for the promotion of the war will be lost if we do not prepare our children to carry on the progress of civilization after this war is over.

A program of preparedness applied to the public schools makes certain immediate demands.

1. If we are to teach thrift, industry, and efficiency to the boys and girls of our land, we must set the example by using our school property and equipment to the height of its efficiency. In other words, we must keep our public schools open to both adults and children at any and all times.

2. We must add to our present curriculum technical courses in such a manner that we can co-operate with industry to its advantage as well as to the advantage of the individual. Only in this way can we promote the industry of our country and only then can we expect to develop the skilled workers to take the place of those that we shall not obtain from Europe after the close of the great war.

3. No other department of our public school system has so shown its weakness during the war crisis, as the department of physical and health education. The records of our rejections of men who volunteered for enlistment and of those who came before our examining boards under the draft laws, are such that we must hang our heads in shame, realizing how we have neglected the development of sound physical bodies throughout this land. More time must be given in every school in the country to training in health and hygiene and to the development of physically strong men and women. No longer can we afford to neglect this all important function of education.

We are fond of saying that upon the public schools of our country depends the future progress of our nation. If we really believe this statement, we should stand ready to make the schools our foremost agency in promoting preparedness and national unity. With due respect for tradition and with scientific analysis of the demands for new movements in education, we must go forward with the fixed purpose to adapt the American public schools to the needs of true American life as it is revealed to us during and after the great world war.

Principal Henry E. Brown, of New Trier Township High School, Kenilworth, Illinois, addressed the Association on Co-operation between Colleges and Secondary Schools.

REPORT OF THE COMMITTEE ON CO-OPERATION BETWEEN COLLEGES AND SECONDARY SCHOOLS

HENRY E. BROWN, PRINCIPAL OF NEW TRIER TOWNSHIP HIGH SCHOOL, KENILWORTH, ILLINOIS

Your committee on Co-operation between Colleges and Secondary Schools desires to make the following report. The war situation has made us very careful in any conclusions we may draw as to the relations between colleges and secondary schools. "We are going to live in a new world after the war" is a very common saying and applies to nothing more than the world of education. This world is to be undoubtedly a democratic world, and the great instrument of democracy in this and other nations is to be the educational system. In no country of the world has democratic education developed to such an extent as in the United States.

It has seemed to your committee that the many misunderstandings that have arisen between secondary schools and institutions of higher education would be quickly eliminated were the executives of various institutions to get together about these matters of common interest. This has been done to a great extent due to the North Central Association of Colleges and Secondary Schools, the Association of Colleges and Secondary Schools of the Middle States and Maryland, the Southern Association of Colleges and Secondary Schools, as well as various conferences between state universities and high schools. Marked differences have arisen in these associations from time to time as to questions of policy, but with the passage of time these have been eliminated and a working basis has been discovered. Your committee believes in encouraging these associations of colleges and secondary schools to the limit.

In preparing this paper it developed that one of the greatest causes of friction, perhaps, was the transfer of pupils from secondary schools to colleges. It is interesting to note that two methods of such transfer have been developed; one of them a great many years ago, and the other within recent years. The original method of transferring pupils from secondary schools to colleges was by examination, given by the college authorities. Various modifications of

this plan have been brought about during the years but examination holds in its entirety in a limited number of colleges in a particular section of the country. The most conspicuous of these colleges with admission by examination only are Harvard, Yale, Princeton, Columbia, Wellesley, Smith, Vassar, Bryn Mawr, and Mount Holyoke. The data below were taken from the report of the National Commissioner of Education for the year 1916.

Number of students in above colleges which admit by examination only . . .15,318.

Number of students in other colleges . . 207,861.

These statistics show a decided sign of realization of the fact that education is a continuous process from the beginning of a child's life until he finishes the university.

One of the planks in the platform of the National Association of Colleges and Secondary Schools was that there should be co-operation between high schools and colleges. To this end it was laid down as a corollary that admission to college from all schools of recognized standing, should be without the intervention of the examination system. The plan has worked well in 99 per cent of the territory and among 90 per cent of the students in the United States. The other ten per cent of the cases is negligible as to numbers and is becoming relatively negligible as to influence. To have a double system of of admission to college, seems bewildering to all of us and we, as a body of educators, should exert our influence to see that this double standard is eliminated.

We believe that we should have some positive program of agreement as to what we conceive to be educational essentials in our relations with colleges. The most irritable relation is that of college admission, but that is not impossible of adjustment. We are all interested in education not only *per se*, but also in the education of the boys and girls after they leave our schools. Therefore, we have a right to inquire as to the nature and type of education. Particularly should we be interested in the first two years of college education for these two years are predominately secondary in nature and in procedure. The following suggestions were made by the president of this association last year, as matters that should claim our vital attention.

(a) Social and moral atmostphere of the college and community.
(b) Faculty advisers and supervision of freshman.
(c) Teaching ability of freshman instructors.

(d) Numbers in freshman classes.

(e) The practice of farming our freshman classes to students and graduate students.

(f) Salary schedule of instructors and professors.

This is a particularly opportune time to take stock of our educational system in order that we shall be able to meet the inevitable changes that the new world we are to live in and are living in will demand. A democratic system of education will be one in which all the interests of all the people shall be considered and properly evaluated. As we view it, our system of education has been most democratic in the earlier stages of the child's life and less so during the later stages. This is due to historical reasons of organization and tradition.

In all our states, speaking generally, transition from kindergarten to elementary grades, from elementary to intermediate, from intermediate to grammar, and from grammar to high school has been easy and natural. Such transition has been encouraged and facilitated by our organization and machinery. When we arrive at the place of transfer from high school to college, hurdles have been imposed, artificial barriers raised and many irritating and undemocratic devices insisted on which have militated against educational progress. This restraint and difficulty of transfer has had a decidedly detrimental effect on educational progress for high school organization and curricula have been determined to an almost exclusive extent by the bugbear of college entrance.

The pupil who enters school uncertain of his future is equally affected with the one who has, through ambition or social or economic position, planned his future schooling with a college education in view. All are put into the same machine and all must be molded and fitted to an approximate standard. The fourteen, fifteen, or sixteen parts of the machine, as the case may be, must be interchangeable. But, fellow administrators, all the product of our educational machinery should not be interchangeable. Different machines must be fabricated for different kinds of work, the dollar watch and diamond pendant, the mud scow and Atlantic liner, the laborers' humble dwelling and the Traymore Hotel, the seamstress and the servant, the seer and the doer each must be developed to his highest capacity for public service. When far-sighted public school administrators have recognized this fact and attempted to fashion their individual organizations to meet this necessity, they have been confronted by myriads

of difficulties, difficulties which seem at times unsurmountable. Their assistants have all been trained in the interchangeable doctrine, and their constituents, the more influential of them at least, who have education and background, have been hostile, or, at most, lukewarm, and efforts conceived in a most altruistic and progressive spirit have brought about loss of prestige and position to the proponent and consequent retardation to the movement.

As the years have passed more and more educators have made the attempt until now we men here have banded ourselves together to force on our public, unintelligent in this matter, a recognition of the principle that our educational system shall not in a democratic state be further handicapped by traditional methods having their foundations in aristocratic antecedents. This national educational blind spot we are going to excoriate.

This difficulty is less apparent, though still unbelievably strong, in those sections of our country where public education is a public matter and where from kindergarten to university education is paid for largely by public taxation. In these states, and they comprise substantially all the territory west of the Alleghany mountains and to a considerable extent the South, a compromise has been effected through years of effort so that pupils can transfer from high school to college on a certificate of work accomplished. There are hurdles here and barriers there to a free passage of the graduates of our schools, barriers which must be and are being removed from time to time by means of conference, application or lack of application of rules and regulation to particular cases, legislative action and so on, but the atmosphere is freer and clearer from year to year and at no distant date, we trust, any graduate from a high school whom a principal will certify may gain unconditional entrance to college.

This is exactly the process which has worked so successfully in transfer of pupils from the grade schools to the high school, and has been responsible in part for that modern miracle of which no other nation in all the world can boast, a universally free and efficient public secondary school system.

Any thinking man can see that many difficulties of adjustment will arise through such a scheme, but these difficulties will be matters of detail and we who have the administrative responsibility of conducting the high schools have to meet just such difficulties of detail a hundred times a day without impairment of our organizations or loss in educational progress.

The question naturally arises in your minds as to the effect of such a system on the quality of work in the high school as well as the colleges; whether the high schools do not need the stimulus that comes from fear of loss of prestige because pupils have not felt compelled to do certain specific things for college entrance or to take college entrance examinations. This, of course, we will have to protect in every way. The principal will be under very severe trial by a plan of college entrance that depends entirely on the recommendation of high-school principal or on a certificate. The opinion of our committee is that some form of general clearing house will have to be devised from which the records of students from various high schools should be drawn for purposes of comparison. On these records the certification of high schools could be based.

In any certificate system a great responsibility rests upon the principal to recommend only those pupils who are satisfactorily prepared to do that type of work, and the greater the freedom of transfer from high school to colleges and universities, the greater the responsibility will be. The test under this system must be severe and unyielding in order to protect our higher institutions from unsatisfactory material with which to deal.

With release from these artificial barriers our schools will be free to do the great democratic work which is their destiny, free to inculcate that spirit of understanding and co-operation on which the future of our democratic slate rests.

How may this be done? By encouraging such organizations as the North Central Association of Colleges and Secondary Schools, Association of the Colleges and Secondary Schools of Middle States and Maryland, The Southern Association of Colleges and Secondary Schools, conferences between state universities and secondary schools similar to those held by the University of Illinois and the University of Chicago, and keeping everlastingly at it until the truth is brought home. We high school principals in these associations should take the position and exert the influence which our great responsibility demands, not a merely quiescent position, but a position of leadership. We are interested in the problem of education of the individual in a democracy. Many, if not most college teachers, are from the necessity of the case interested primarily in subject matter. They must be made to comprehend what our position is relative to our young people, not only while they are in our care, but after they

have left us for life work or college university work. This we can well do if our position is well considered and our faith is supreme.

The action of conferences on both colleges and high schools has been most salutary. For the high schools it has given them an opportunity to express their ideas and impress upon the college people and the community in general the necessity for broad grounds of action. On the high schools it has tended to stiffen the quality of work, to improve the quality of teaching and to reduce the numbers in classes and increase the efficiency of organization in innumerable lines. The assistance of many of these associations in limiting number of pupils in classes, insisting on college degrees and professional training for teachers, insisting on adequate school buildings and grounds has all tended to make our secondary education in many of the states of the union of a higher type than it otherwise would have been.

The emphasis of these conferences has heretofore been almost entirely on the quality and quantity of work being carried on in high schools. Perhaps the time has come, (your committee thinks it has) to make some inquiries as to the quality of teaching, the type of instruction, the number of pupils in classes, the educational training, both professional and academic of the teachers in the first two years in college.

Frequently in order to accomplish an object one must execute a flank movement; such a flank movement is proposed by your committee in a series of investigations on the above subjects. Many of us believe that the first two years of college are essentially of secondary school nature, and much of it is of secondary school quality. This being so, it is our right as well as our duty, to investigate what is being done for the young people in whose education we are so vitally interested. We propose then, as a method of procedure, a series of inquiries sent to the colleges of the United States asking certain specific questions as to the nature of the teaching forces of the freshmen in college. Are the teachers who have charge of freshmen classes, either laboratory classes, quiz classes, (and those who are doing correcting work, such as English and mathematics papers, etc.,) adequately educated? Have they all the bachelor's degree and have they in addition the masters' degree? Have they had any previous experience in teaching? Have these teachers had an professional training? Are they well equipped by age and outlook to take care of the moral and educational interests of young people? These

questions are vital to us as they are to the pupils, and will be productive no doubt of very interesting results. This inquiry we hope to make within a short time.

On the other side, in order to get two points of view it is suggested by your committee that the members of this association make inquiry of first and second year students who are attending the colleges of our country, as to the quality of teaching that they have had in high school; how many pupils in lecture and recitation classes, etc.

Your committee proposes further investigation into the moral and spiritual atmosphere surrounding the boys and girls going to college. Are our pupils adequately supervised, or left to shift for themselves? Are these young adolescents allowed to go to the university and thrown on their own resources, or have they a real adviser rather than a mere functionary? Is responsibility fixed by university and college organization anywhere for the spiritual and moral atmosphere of these young people? These matters are vital.

Fourthly, your committee will urge through all the means in its power, upon the colleges, that they have more adequate and systematic reports prepared of the quality of work done by our students. These reports should extend over the whole four years of the students residence in college, and should not be confined to the first semester of the first year. Reports should give some more definite information than a mere statement of the markings received by each individual in the university. It should keep the high school informed of the progress of a student, both intellectually and morally, so far as it may throughout the four years of residence in college. This type of report would be for the great benefit of the high school in that it would reveal strong and weak points in the high school which could be strengthened from time to time. On the other hand, a more adequate, systematic, and thoroughgoing statement of the entering pupils, their previous habits of study, their interests, their strong and weak points, their capacity for leadership, their educational and social background should be sent to the college by the high-school authorities. There is great room for development in this field and most fruitful results would no doubt be apparent after some years of trial.

There are many other fields in which co-operation between the colleges and secondary schools would be fruitful, for the moral, spiritual, and intellectual progress of our boys and girls. For example, many of our greatest high schools have been organized with the

direct object of developing the moral and civic capacity of the pupils. I have in mind such schools as the William Penn High School, Philadelphia; Washington Irving High School, New York; Manual Arts High School, Los Angeles; Lincoln, Nebraska, High School; Cicero, Springfield, and Lake View High Schools, in Illinois, and a host of others which time will not allow me to name. Little has been done along this line of work in the university. A system of co-operative study of these problems by colleges and high school authorities will result in a maximum of good with a minimum of effort.

Many of these subjects have been presented to you as a field for your investigation, much more clearly, by your president Mr. B. Frank Brown in his address last year. Your committee on co-operation between High Schools and Colleges has accepted his suggestion as a part of their program which will be developed. Reports will be sent to you from time to time.

I can say in conclusion that a new day is dawning in education; that forces are at work in two directions, one force working towards greater formalism in our educational system, and one towards more democratic freedom. Our experience has led us to believe that the greatest good to the commonwealth can be performed by giving greater freedom to individual systems of schools to develop along the lines that are to give the greatest public service to the communities in which they dwell, and we must exert what influence we have to see that these principles are the guiding principles which shall determine the development of our educational system. Any bureaucracy would stifle the efforts of those far-seeing men who have made great progress possible in our chosen field.

PRINCIPAL J. G. MASTERS, OF CENTRAL HIGH SCHOOL, OMAHA, NEBRASKA, sent in the following report which was not received in time to be presented at the meeting.

REPORT OF COMMITTEE ON UNIFORM HIGH SCHOOL ADMINISTRATION

Your committee on Uniform High School Administration beg leave to submit the following report and recommendations:

1. That a uniform record blank for the certification of grades be used by all high schools.

2. That we recommend to all high schools a uniform system of marks as follows:

A—93%-100%
B—86%- 93%
C—78%- 85%
D—70%- 77%

3. That credit values be assigned and granted to the above marks as follows:

A—gives 1.2 credits		A—gives 1.1 credits	
B— " 1.1 "		B— " 1. credit	
C— " 1. credit	or	C— " .9 "	
D— " .8 "		D— " no credit	
E— " no credit			

4. That a *credit* or *point* be defined as one-half of a *unit.* That "A unit represents a year's study in any subject in a secondary school, consisting of a quarter of a full year's work" which year shall be not less than the equivalent of 130 sixty-minute hours of classroom work. Two hours of manual training, mechanical drawing, and laboratory work shall be considered the equivalent of one hour of classroom work. Not more than one-half of a unit shall be allowed upon a year's work each in music, art, gymnasium, military drill, penmanship, typewriting, and other "drill" subjects.

5. That not fewer than thirty-two credits or sixteen units be required for graduation.

6. That at least six units must be taken in each of the four years of the high-school course.

7. That a student must make not fewer than seven credits in a high-school to be graduated from that high school.

8. That students must have made a passing grade in at least three full subjects the preceding semester and must be passing in the work enrolled in at the time, to be eligible to class offices, athletic events, school offices, offices in military, places on the school paper, and other school activities.

9. In order to encourage scholarship in the high schools of the country we recommend that an honor society be formed and that the basis of such society shall be high scholarship coupled with either leadership in the school's activities or a manifestation of unusual originality and constructive ability. We suggest that about five or ten per cent of the boys and the girls be elected to this society from the senior class.

10. In the selection of new teachers we recommend that preference be given those who have had recent training in the field of education.

11. We recommend a number of debate clubs, literary societies, dramatic clubs, department clubs, athletic organizations, etc., etc., under the careful guidance of school sponsors. We decry secret societies as being un-American and undemocratic.

12. We commend the application of the principles of scientific management to the solution of high-school problems to be carried forward by statistical and experimental studies in our high schools.

13. We commend the Six-and-six plan of school organization.

14. We recommend the junior college of two years as an excellent plan of extending the opportunity of college work to local communities.

J. G. MASTERS, *Principal Omaha Central High School, Chairman of Committee.*

Other members of the committee who have given valuable suggestions but who have not had an opportunity to see and sign the report are:

PRINCIPAL C. E. REED, Youngstown, Ohio
" GEO. H. ROCKWOOD, Austin High School, Chicago
" J. L. THALMAN, New Castle, Pennsylvania
" G. N. TREMPER, Kenosha, Wisconsin

The report below was not received in time to be read but is printed.

PRINCIPAL EDWARD RYNEARSON, OF FIFTH AVENUE HIGH SCHOOL, PITTSBURG, is chairman of the Committee on Vocational Guidance.

The members of the Committee on Administration of Vocational Guidance agree that Section V[1] of the Report of Committee on Vocational Guidance to the Commission on the Reorganization of Secondary Education should be our preliminary report and form the basis for discussion at the meeting at Atlantic City. The following is Section V:

SECTION V

VOCATIONAL GUIDANCE PROGRAM RECOMMENDED

The Committee is dealing with a subject that is new, needing development rather than reorganization. No system of vocational

[1] (The entire report is now published by the Bureau of Education in *Bulletin* 1918, Number 19.)

guidance now employed is complete and adequate but the committee recommends the following as a reasonable and comprehensive vocational guidance program. The eight steps in this program are evolved from a careful study of the philosophy of education underlying the vocational education movement.

1. Survey of the world's work
2. Studying and Testing Pupils' Possibilities
3. Guidance in Choice and Re-Choice of Vocation
4. Guidance with reference to Preparation for Vocation
5. Guidance in Entering upon Work, that is "Placement"
6. Guidance in Employment, that is "Employment Supervision"
7. Progressive Modification of School Practices
8. Progressive Modification of Economic Conditions

1. Survey of the World's Work

In an adequate program the spirit of vocational guidance will be manifested in the whole system of administration.

Such a spirit will call for a broad program of studies, especially in the years of the junior high school, and will protest against too narrowly restricted or too highly specialized curriculums in the senior high school. Every curriculum should provide sufficient diversity to give pupils as wide experience as is consistent with the limitations of time and school conditions. The school would also give a vocational interpretation to these experiences.

The Committee recommends specific courses, appropriate for the age, grade and conditions of the pupils, the purpose of which is to give systematic instruction regarding such phases of the world's work as can be brought within the comprehension of the class. Emphasis should be given to such examples of the world's work as will be likely to influence, in any important way, the later choice of occupation.

Such courses, obviously, should describe the conditions of work, its relation to the health of the worker, its financial returns, and the opportunities for advancement open to those who enter a specific occupation. They should emphasize particularly the value of the service to society and the effect of the occupation upon the growth and development of the worker.

The Committee also recommends the Grand Rapids plan for the intelligent use of a part of the work in English composition to develop a thoughtful attitude on the part of the pupil toward the problems of wise choice of, and adequate preparation for vocation. The reader is

referred to the report of the Committee on English[1] and to the chapter on "Educational Guidance" in the forthcoming report of the Committee on Organization and Administration of Secondary education.

The study of occupations should assist individual pupils to discover and develop special interests in occupations. While this purpose can be realized most effectively where the program offers opportunity for wide experimentation or "sampling," yet much can be accomplished by the course itself, especially if effective illustrative material is provided.

An important phase of the course of occupational information in the first-hand study of occupations by the pupils themselves. Local occupations are the ones most advantageously studied by this method but not all such occupations can be studied in the same detail. The following outline, based upon successful experience, could with slight modification be used effectively in almost any school.

Outline for the Study of a Vocation

I. General statement concerning the vocation:
   1. Value of the vocation as a social service.
   2. Duties of one engaged in it.
   3. Number engaged in it in local community.
   4. Relative number engaged in it in general, with its probable future development.
   5. Relative capital invested in it.

II. Personal qualities demanded by the vocation:
   1. Qualities of manner, temperament, character, and native ability necessary to success.
   2. Physical demands of the vocation.

III. Preparation required for entrance into the vocation:
   1. General education.
   2. Special or vocational education.
   3. Apprenticeship conditions.
   4. Experience required.

IV. Wages earned by workers in the vocation:
   1. Range of wages made, (table showing distribution for all cases)
   2. Average wage per week.
   3. Relation of wages to length of experience and preparation.

[1] U. S. Bureau of Education, *Bulletin 2*, for 1917, pp. 143-147.

V. Length of working season, working week, working day, etc.
VI. Health of workers in the vocation:
    1. Healthful or unhealthful conditions.
    2. Dangers, accidents, or risks.
VII. Opportunities for employment:
    1. In local community.
    2. In general.
VIII. Organization of the industry, including the relations of the worker to his fellow workers, his employers, and the community.
IX. Status of the workers:
    1. Opportunities for advancement.
    2. Time for recreation and enjoyment.
    3. Adequate income for recreation and the comforts of life.
    4. Any other items of peculiar interest in this connection.

2. Studying and Testing Pupils' Possibilities

Obviously individuals differ widely in their aptitudes, capacities for work, and other characteristics. An adequate vocational guidance program should develop the pupil to the point where he will appreciate this fact and will be able to evaluate, to some extent at least, his own capabilities. While some people overcome by training what appear to be temperamental and physical obstacles, it is best, other things being equal, for each individual to engage in that work for which he is best adapted. It is a simple matter to state the principle but actual accomplishment in this field is meager. The technique of studying the problem involved has not been developed and, in fact, has hardly been discussed. Should the individual himself bear the entire responsibility of discovering his aptitudes, presumably in later life and after experience with the trial and error method, or should responsibility be shared by the school, at present almost equally unprepared but with great opportunities for developing a technique if it will only address itself intelligently to the task?

One of the most effective and available means of studying and testing pupils possibilities is through "sampling" and "try-out" courses. These are especially appropriate in the junior high-school period. They should not be confined to the industrial courses, but every pupil should have some experience in a wide variety of activities. Home gardens may give some taste of agriculture; typewriting, business pursuits, and the keeping of accounts may give an insight

into clerical and business pursuits; while handwork and industrial arts may reveal aptitudes in artisanship and mechanics. Surely the capacity to write and speak, and interest in history, science, mathematics, and languages should be looked for and, when found, regarded as significant.

Until social and economic conditions are immsensely improved many are badly retarded in school. First: with a fourteen year age limit, 66 per cent of those leaving school in Cincinnati between fourteen and sixteen were more than a year retarded. When the age limit was raised to fifteen for boys and to sixteen for girls, the retardation, figured on the same basis, rose to 80 per cent.

Second: a comparison of the children who left school in Cincinnati at fourteen years with a corresponding group who were intending to remain in school showed that the children intending to remain were superior in every mental and physical measurement made. The difference was large at fourteen years, and still larger at fifteen. The results were not yet summed up beyond fifteen years, but it is believed that in general the difference is a progressive one.

Third: this same group of industrial workers in Cincinnati when subjected to a form of Binet Test at eighteen years contained many who fell below the standard in use at Vineland. The results seemed to indicate the mental inferiority of the majority of the children who left school as early as they were allowed.

Fourth: the studies so far made of the relative ranks of school children at various ages tend to establish the theory that wide differences in mental ability display themselves early in a school career; that the children at the foot of the class in early grades are, on the whole, those who become retarded and leave school early; and that those in the upper portion of the class in the early grades generally continue to lead the class and to go on in school after reaching the compulsory attendance age. With experimental measurements, it becomes safer to form a judgment about the probable length of a school career.

In view of these facts, it seems to many persons that the school should, a few years before the end of the compulsory school age, select, or rather recognize, those children whose inferior mental ability is likely to be a factor in sending them into industry at the earliest possible moment. Is it not, therefore, desirable to modify the course of instruction for this group of children provided they can be recognized early enough?

3. Guidance in Choice and Rechoice of a Vocation

The choice of a vocation by the pupil should follow some study of the world's work and some attempt on his part to ascertain his own aptitudes. He should make such a choice early enough to enable him to make some preparation for that vocation before leaving school. One of the main advantages of an early choice is that it gives definite purpose to much school work and gives the pupil the vital interests around which he will organize many ideas which otherwise would make but passing impression upon him.

It is of the greatest importance that these early choices should be regarded by both pupil in school as *provisional*. There should be every encouragement for the pupil to revise his choice whenever increased insight into either the world's work or his own aptitudes, or a new conception of service to be rendered, indicate that some other vocation should be selected. Pupils should be encouraged and not hindered in making desirable readjustments.

Early choices may well be between wide fields of activity rather than between specific vocations; or the pupil may fix his attention upon four or five vocations which appeal to him. As he progresses his choice may be narrowed to a specific vocation.

While these choices should be made by the pupil himself, nevertheless the school should exercise guidance to the extent of urging a thoughtful attitude, of helping the pupil to correct and verify his impressions, and of giving him the principles underlying wise choices.

4. Guidance with Reference to Preparation for a Vocation

For the pupil who has made even a preliminary choice of a vocation, the school should give careful advice regarding the subjects of study to be taken. This educational guidance, however, should not be administered in a narrow or short-sighted manner. Vocational preparation is only one of the valid objectives of education and too exclusive attention to this objective is not only socially disastrous but also defeats even vocational efficiency. For a discussion of the valid objectives of education the reader is referred to the forthcoming report of the Reviewing Committee of this Commission. Vocational education should take into consideration also the need for adaptibility to changing economic conditions.

For the pupil who intends to enter a higher institution, the school should seek to give the broadest education consistent with the valid demands of the type of higher education which the pupil desires to

pursue. The education of high-school pupils should not be narrowed because some particular higher institution, which the pupil may possibly enter, sets up arbitrary and narrow standards. The responsibility for such standards must be borne by the higher institution in itself and not be allowed to distort secondary education.

For the pupil who has neither chosen a vocation nor decided to enter a higher institution, the school should offer a variety of work intended to help him form an intelligent purpose.

All pupils should, through the courses in civics, become acquainted with the opportunities for continued education, such as libraries, public lectures, and forums. Those who leave school during the high-school period should have their attention called specifically to opportunities for continuation education in public and private, day and evening, schools.

5. Guidance in Entering Work, That is "Placement"

Briefly, stated, the purpose of placement is to bring the employer seeking someone to fill a position, into contact with a youth desiring work, and to see that the characteristics of the youth and the requirements of the position promise success for the youth and satisfaction for all concerned.

Much that has been said in Section IV regarding placement is pertinent here. Each school should develop its own type of placement.

The highly organized placement bureau is neither appropriate for a village school nor is it necessary. Here the placement may be secured through the personal interest of the teachers and their acquaintance with employers in the school product. The details of such a plan would vary with the conditions.

6. Guidance in Employment, That is "Employment Supervision"

An adequate vocational guidance program will require that all children under eighteen years of age shall be under the supervision of the educational authorities whether the children are in school or have gone to work. The registration of all working children under that age with the school authorities should be compulsory. Reports by the employers and visits of inspection by school officers at frequent intervals should also be required.

All that is presented in Section IV, under the head of "Employment Supervision" and also the reference in this section to informa-

tion regarding opportunities for education in evening schools is pertinent to "Guidance in Employment."

Under present conditions the first occupation chosen by a young person is not likely to be the one which finally becomes his life work. This is true particularly of those who choose earliest and with the least preparation for vocational life. When a youth stays in school until he is eighteen or nineteen years of age, the opportunities for a wise and deliberate choice are greatly improved. Even in such cases, however, unfitness or unsuitability of the worker for the position is often discovered and the desirability of a readjustment is demonstrated.

Early changes by the younger and untrained workers are not necessarily bad. While grave dangers attend "job hoboism," early changes if properly supervised, may give a kind of vocational training through a "wandering apprenticeship." Dr. Woolley has pointed out that those who make several changes in the early and relatively uneducative positions secure, as a group, higher wages than those who stay too long in their first place. She says, "Children who display an excessive amount of shifting in industry,—as much as seven or eight times during the first two years,—are inferior. They belong to the worst retarded group and these numerous changes do not tend to result in higher earning capacity. The group of children who change positions three or four times during the first two years increase their earning capacity as compared with the corresponding group who remain in the same position."

The school should assume its full share of responsibility in helping young people choose their position and, where necessary, in helping them as well in their early readjustments. This responsibility will be met in part by giving information, by providing training, by placement, or by employment supervision, but it will not be met adequately until the school induces the pupils and parents to consider for themselves the problems of vocational selection.

7. Progressive Modification of School Practices

As has been indicated in other parts of the report, the inauguration of an effective vocational guidance plan should be of great value to the school system. It should lead the school to modify its practices from time to time without waiting for an educational revolution. It should prevent the school from making the mistakes incident to the enthusiastic development of special courses or curriculums in the

hands of specialists without due regard to the real demands of the industrial and economic situation generally. Such mistakes have resulted at times in overcrowding certain vocations and absolutely neglecting others to the great disadvantage of young workers. The vocational guidance department is in a position to criticize effectively the training offered in the school through its study of the way in which the school product succeeds or fails when subjected to the test of actual service. Another result of this check system should be the modification of high-school work on the basis of the power evidenced by high school graduates in their college work.

8. Progressive Modification of Economic Conditions

Vocational guidance must not only teach the child to adjust himself to his environment, but also to equip him to change that environment. The kind of guidance that merely helps individuals to meet successfully the requirements imposed by employers might make for a more heartless competitive system than exists at the present time. Vocational guidance should lead to the co-operative solution of community problems of economic and social life on the basis of mutual welfare.

Employers are finding that recognition of social welfare in the conduct of their enterprises is not only good citizenship but is good business. Faith in the effectiveness of plans that promote community helpfulness must be instilled into the pupils who will be the adult citizens of the next generation. Twenty years from now, undoubtedly, the spirit of co-operation will permeate vocational life more than it does today, and because of this fact school children must acquire the spirit of co-operation and be trained in co-operation through the social organization of class room and social community. The significance of co-operation should be taught in all the social studies and in the course in occupations.

SECOND SESSION

At the banquet held in Traymore Hotel on the evening of Monday, February 25, there were seventy-four at the tables. President Jesse B. Davis presided. The guests of the evening, Dr. Thomas H. Briggs of Teachers College, Columbia, and Professor Alexander H. Inglis of Harvard made brief addresses.

THIRD SESSION

At 9:30 A.M. on Tuesday, February 26, in the Rose Room of the Traymore Hotel, the third session of the Second Annual Meeting was held. PRINCIPAL WILLIAM A. BAILEY OF KANSAS CITY HIGH SCHOOL, KANSAS, Chairman of the Special Committee on Physical Training in the American High School, read his report.

PHYSICAL EDUCATION IN THE AMERICAN HIGH SCHOOL

Every author who has essayed to state the aims of education within the past four or five decades has placed foremost among his aims that of *health*. Notwithstanding this fact, the results of physical examinations conducted by examiners of life insurance companies, by medical inspectors of schools and colleges, and by army physicians, show a general prevalence of physical incapacity. Our aim has been good, our practise poor. Examine the following table:

PHYSICAL EDUCATION IN 2,392 PUBLIC HIGH SCHOOLS

SCHOOLS	NUMBER	PER CENT
Having a general department of physical education	109	4.6
Having a teacher in charge of department	104	4.3
Giving regular instruction in hygiene	372	15.6
Work in hygiene prescribed	255	10.7
Giving credit for work in hygiene	183	7.6
Giving instruction in gymnastics	188	7.9
Work in gymnastics prescribed	114	6.0
Giving credit for work in gymnastics	79	3.3
Giving instruction in athletics	232	9.7
Work in athletics prescribed	28	1.2
Giving credit for work in athletics	15	0.6
Giving instruction in swimming	6	0.2
Having medical examination of students	139	5.8
Having sanitary inspection by physician	284	11.8
Having swimming pools	9	0.3
Having gymnasiums	175	7.3
Having military drill	34	1.4
Having athletic fields	469	19.6
Having tennis courts	339	14.2

This table although showing conditions in 1910 can be taken as index of present day conditions. Of the 2,392 public high schools investigated only 4.6% have a general department of physical education, only 4.3% have a teacher in charge of a department, only 15.6% give regular instruction in hygiene, only 5.8% have medical examination of students and only 19.6% have athletic fields. The physical results found by examiners as pointed out in a proceeding paragraph are in keeping with the practices here shown.

It seems to me that now while the press and forum of our country are with one accord denouncing the poor practices of the schools in caring for the body development of their students is the psychological moment to practicalize the aim—"training for physical efficiency."

The legislation enacted in the state of New York, 1915, providing for the physical education of all boys and girls eight years of age or older in all the schools of the state, public and private, and the military training of all boys sixteen to nineteen years of age, not lawfully and regularly employed; the legislation enacted in New Jersey, 1917, providing for physical instruction for every pupil attending the public schools of the state; the propaganda of various societies such as the *Universal Military Training League*; the Chamberlain Bill now pending in Congress, all point to the fact that our nation is keenly alive to its needs in this matter.

At the outset of this study it is up to us to determine two things: *first*, what objective results do we wish to realize in a course in physical training in the High Schools, and *secondly*, what formulated program will realize them.

What is the end sought in physical training? The *popular answer* to this question at the present time is to train boys so that when they become men they may qualify as good soldiers. My answer to this question, stated in a paraphrase of the ancient pedagogical proverb, is so to train our boys and girls in the way of healthful habits that when they are old they will not depart from them.

It is not my purpose to digress here, to discuss the question whether we should have military training in the high school. This question has been presented in a most comprehensive way by the New Jersey Commission on Military Training and Instruction in the High Schools to the legislature of New Jersey, Session of 1917, and by the N. E. A. Committee on Military Training which reported at the meeting of the Department of Superintendence at Kansas City, 1917. In this discussion we must keep in mind two significant facts.

First, our government was founded on principles for the promotion of peace and not of war; and we are waging this war with the hope that at its close there may be a concert of nations to form an international police power which shall make great armaments a thing of the past. *Second*, all the allied nations have found in the preparation of civilians for soldiers, that the big problem is not training them in military tactics and drill, but conditioning them. This quite clearly shows that our problem is to determine the exercises that put men into good physical condition and keep them fit. Some phases of military training may be used in this general scheme, but military training as formal military training always should be but one phase of the program of physical education worked out for the American high school.

With a view to gathering information on prevailing practices in physical training and opinions as to what our practices should be, I wrote to a number of those actually engaged in the work of constructing courses in physical training, to a number of prominent laymen who are much interested in the question and to a number of high-school principals. That I might have their aims and practices sufficiently amplified I used the following questionnaire:

QUESTIONNAIRE
ON
"PHYSICAL TRAINING IN THE AMERICAN HIGH SCHOOLS.
WHAT SHOULD IT BE?"

....
Name of person answering Date School

1. Should physical training be made compulsory for all High School pupils, both boys and girls?
2. How much of the course should be book work, such as the study of physiology, hygiene, first aid, etc., and how much purely physical exercises?
3. Should the study of sex hygiene be incorporated in the course of physical training?
4. What should be the exercises for girls?.....
.....
5. What should be the exercises for boys?.....
.....
6. How many days per week should be given to the course you suggest? For boys..... For girls.....
7. What should be the length of each period of training?
For boys..... For girls.....
8. What time in the day should these exercises be taken?
For boys..... For girls.....
9. What equipment on the part of the school will be necessary for the system you suggest? (I mean gymnasium, out-door space, etc.).....
How may it be provided?.....

10. In most private schools, the hours for sleeping, eating and exercising are rigidly regulated. Such control is necessary to produce physical efficiency. How can the public schools regulate these factors?.....
.....
.....
.....
11. List secondary schools which you think have exceptionally good systems of physical training.
12. Suggestions.
.....

To simplify the discussion of the answers to the questions we can group them as follows:

(1) Should physical training be made compulsory for both sexes?
(2) How much of the course should be purely informational and what should the information be?
(3) The kind of exercises.
(4) The time element
  (a) Per week, per year
  (b) Length of course in years
(5) Equipment
  (a) Play ground
  (b) Teaching force.

Every person answering this list of questions, answered the first in the affirmative. Several amplified their answers sufficiently to make it clear that the training should be made to fit the child. If corrective work were needed, the school should provide it.

The answers to the questions asking how much of the course should be informational and what that information should be, showed that there was a general disposition to make the physical training course primarily a course of physical exercises. In my thinking the supplying of pupils with a common body of information which shows how to gain and keep health is an indispensable part of the system.

Reports of the Departments of Health of our large cities show the deaths of thousands of infants under five years of age due to preventable diseases; a great number of deaths due to impure air conditions; the spread of contagious diseases due to the lack of proper regard for quarantine laws; numberless accidents due to carelessness; the terrible toll of venereal diseases and other facts regarding health conditions equally as appalling. Statistics show that we are spending six and one-half times as much for fire waste as for health, although the relative demands for the prevention of life waste is six hundred times greater. These conditions can never successfully be combated

until the schools organize the facts underlying these conditions into a compact body of information, put it into the curriculum, and require every pupil to study it the same as soldiers are required to study first aid, and give credit toward graduation for its mastery, on the same basis that credit is given for English or algebra.

The schools must see to it not only that this information is furnished to the pupil but that the pupil forms the habit of using it. We use the following devices in our school in our attempt to realize this purpose. One device we call the grading chart.[2] On this chart are listed fourteen health factors with spaces for the seven days of the week. At the beginning of the physical training hour each day pupils are asked to grade themselves. They are asked to put 1 in the space opposite each item which they have conscientiously served. They put a zero or a fraction opposite each item that has been neglected or partially observed. At the end of the week they add together all the numbers. If the habits have been correctly observed the total will be 98. For abstaining from some eccentric habit, such as biting the nails or chewing gum, two may be added, making the total 100 for the week. Pupils are to state below the chart what has been added for the week, for the extra two points. By means of this chart it is very easy for a teacher to impress upon a student the habit of thinking on these health matters at least once each day. Credit is given for observing this chart. The chart is shown on page 36.

The following suggestions called "The Bank of Health" are given each pupil to use in connection with this chart.

Every rule of health observed is equivalent to a deposit in the Bank of Health.

The accompanying self-grading chart provides a means of checking up your health habits and summing them up at the end of the week.

To be 100% efficient, you must obey Nature's laws. Your weekly grade is based on the following fourteen essentials of healthful living.

1. Wholesome Food. Meat not oftener than once a day, eggs in moderation, fruits, vegetables, and coarse breads part of the time.
2. Drink. No tea or coffee. Not too much water at meal time.
3. Drink at least six glasses a day.
4. Elimination. *Regular* habits of evacuation of colon at least twice daily.
5. Mouth Hygiene. Brush teeth twice a day and rinse mouth after each meal.
6. Bathing. Sponge bath every morning. At least one good tub bath a week.

[2] This chart is the one used by the Battle Creek Sanitarium, slightly modified.

7. Eyes. Read and study in correct light. Never read lying down. See not more than one picture show a week.
8. Breathing. *Deep, slow,* inhalation of pure fresh air daily.
9. Sleep. Get eight hours of sleep with open windows.
10. Clothing. Wear sensible, clean clothes. Footwear, underwear, and outer clothing all considered.
11. Posture. Sit, stand, and walk with observance of the posture line.
12. Hair and nails. Wash hair twice a month. Have it free from dandruff, and combed and brushed thoroughly each day. Nails clean and a proper length.
13. Poise. Avoid nerve tension. Relax frequently.
14. Mental Hygiene. Cultivate an optimistic and pleasant state of mind. Anger, hatred, and irritability poison the body as well as the mind.

SELF-GRADING HEALTH CHART

HEALTH HABITS	SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
Wholesome Food							
Drink							
Water							
Elimination							
Mouth Hygiene							
Bathing							
Eyes							
Breathing							
Sleep							
Posture							
Clothing							
Hair and Nails							
Poise							
Mental Hygiene							
Totals							

Extra points for.....

Week Ending.....

Total per cent of Efficiency.....

The answers covering the kind of exercises which should be required of high school pupils showed unanimity of opinion toward making the *group play idea* the prominent feature of all forms of exercises. All the pupils in some form of exercise with no one on the side line should be the slogan. All pupils, this includes both sexes, should be carefully examined by trained physicians and assigned exercises accordingly. On the question of differentiating between the games and exercises for the two sexes Dr. Gulick in his book, *The Healthful Art of Dancing*, points out the fact that "athletics are pretty largely built up of running, striking, and throwing. These

activities, singly or in combination, make up track and field sports of the world—baseball, football, cricket, hockey, shinny, lawn tennis, golf, and practically all the great forms of athletics. The ability to run, to strike, to throw, is on the whole a masculine ability. Sports cannot be counted upon as educational factors in the development of women to the same extent as for men. So far as the subject has been experimented with, dancing seems to be the form of exercise best adapted to the abilities and needs of girls, and bids fair to take the place in the average girl's education that athletics take in the life of the average boy. Dancing is here used in the large, old sense—the sense in which it was used among the ancient Greeks. The two-step and the waltz do not constitute any large part of the dancing curriculum." There is no doubt but that sufficient exercises involving the group play idea have not been developed for girls. Also, I believe that there must be devised some new types of exercises sufficiently simple yet pleasurable enough to be carried on and continued after school days are over.

To get all the pupils in games the element of competition must be kept alive. Mr. Frederick J. Reilly, Principal P. S. 33, The Bronx, New York City, has worked out a scheme of athletics known as "Rational Athletics," which seems to me to bring out this element most clearly. This scheme is applied to pupils up to the eighth grade. It contains very suggestive material for the formulation of work for high school pupils. He has made the physical training period the most interesting period of the day. He has done this by finding the things boys and girls like to do and adapting these things into a well-balanced scheme of physical training. Every body takes part unless excused by the doctor. All the boys and girls are introduced to some good out-door sport which they may follow up in later years. Every physical training period is a period of conscious training for a contest that is soon to take place and to qualify for a reward that is within the reach of more than just a few. He has developed leadership, responsibility, and team-work by putting the work more and more into the hands of squad leaders. Every boy and girl is placed in an athletic class, a-b-c-d-e, according to the resultant of four factors, grade, age, height, and weight. A meet of some kind is held every month. These meets are conducted on a sort of "Round Robin" principle until the last, when the four highest in each division are matched one against the other. In each meet every class takes part in two events, a running race, and some field

event. The program is announced only a week before the meet. The points won by the boys added to those won by the girls, constitute the class record. Boys and girls, of course, do not compete one against the other. He makes the interest in athletics aid on the side of scholarship by awarding a silver button and a school emblem to the pupils who maintain an average of 80% in their studies and a gold button to those who average 80% or better in both. At the end of each term he holds an all-round championship, a Pentathlon, in which the best athletes, boys and girls, compete. Gold, silver and bronze medals are awarded in this contest. The principal reserves the right to veto the award of the school emblem to any pupil whose habitual posture is bad, whose attitude toward school discipline is all wrong and who fails to attend to physical defects pointed out by the school doctor. A detailed report of Mr. Reilly's system can be found in his book, "New Rational Athletics for Boys and Girls."

The time element showed a unanimous agreement on requiring physical training throughout the entire school year and also the entire school course. But there was much disagreement as to the time in the day when the exercises should come, the length of the periods and the frequency per week.

It would be natural to expect a disagreement on these points. Of course, the length of the period of exercise must depend upon the kind of exercise and the physical condition of the pupil. But we are discovering by observing the boys who have returned on furlough from the training camps that life out of doors has wonderful health giving power. So the simple matter of exercise must not be the basis on which we judge the length of the period devoted to physical training. I think that every pupil should spend at least one hour, and I would favor two hours, in the open fresh air every day. The exercises could be moderated so that the pupils could spend this time without receiving any ill effects.

In regard to the time of the day in which these exercises should be given, one principal replied thus:—"For administrative reasons the periods must come throughout the day." I am in favor of stating it this way: "For health reasons these periods of exercise must come at a certain time in the day. There are three methods of placing the physical training periods in the schedule of the classes. The most common way is to have the periods come throughout the day. We know that this is not an adequate method. The second method

is to have the play period come in the middle of the day. That is, between the morning and the afternoon sessions. One of the best illustrations of this method is found in the Junior High School of our city. Mr. H. P. Shepherd, principal of this school, has organized his school day into six-sixty minute periods. The first twenty minutes of the third hour is given over to a lunch period and the last forty minutes of the period is devoted to supervised play. This play is conducted on the three acres of playground adjoining this school. All the pupils of each year taken as a unit, are organized into competitive teams. First year pupils compete with first year pupils; second year against second year, etc. The boys compete with boys and the girls with girls. Every student in the school is required to play on some team unless excused by a physician. The school slogan is, "everybody into the game." The third general method of conducting athletics at the close of the afternoon session is in my opinion the most efficient method. The best examples of this method are the private schools such as Andover Academy, Lawrenceville, New Jersey Boys' Preparatory School, The Preparatory School at Concord, Massachusetts, and the Park School, Baltimore, Maryland. These schools require every pupil to spend from one to two hours in some form of exercise at the close of the afternoon session. This means that the school day is lengthened to include a period for exercise. In my estimation, this is what all the high schools of the country must eventually come to for the sake of a healthier coming generation. We are justified in lengthening the school day for this purpose.

It seems to be a standard opinion that the period for exercise should not come every day in the week. In fact, there are very few public school systems that require five straight periods of physical training per week. Yet we know that the only way to form a habit is by continuous practice. The only way to secure healthful results is to take some exercise each day. The following table shows the results of the examinations of every one hundred men who presented themselves for service during the years of 1903-1911 in the country of Germany. The significant point of this investigation is the fact that irrespective of all that Germany has done for physical improvement of its future citizens there has been a gradual decrease in military fitness during the years in question.

Year	Percentage Acceptable	Improvable; Will be Accepted later	Questionable as to Future Availability	Unfit; not Available
1903	57.1	14.7	19.5	8.5
1904	56.4	15.6	20.9	6.9
1905	56.3	14.7	22.0	6.8
1906	55.9	14.7	22.7	6.5
1907	54.9	15.1	23.1	6.6
1908	54.5	15.2	23.8	6.3
1909	53.6	14.9	25.0	6.3
1910	53.0	14.8	25.9	6.1
1911	53.4	15.1	25.1	6.3

The immediate result from the study of these statistics was that Germany increased the number of periods for physical training from two per week to five per week. There is no question but what if we are going to fix a habit of exercise and acquire healthy bodies, at least five periods per week must be devoted to exercises.

In the matter of equipment, most of those answering the questionnaire felt that we should demand equipment in the way of gymnasiums, and playgrounds on the same basis that we require equipment for libraries, laboratories and class rooms. It was also suggested that shelter houses might replace expensive gymnasiums. As an immediate expediency for acquiring playground space, high school principals should take up with the city officials the question of utilizing the parks of the city. In our city the Commissioner of Parks has given us free use of two of the parks of the city. The Board of Education has also purchased a tract of land including seven and one-half acres. On these three plats of ground we hope to organize this spring a system of exercises which will include every pupil in the school. Boards of Education must be led to see that out-of-door space on which pupils may take exercise is just as necessary as classroom space in which to study and recite. The private high schools of the country have recognized this principle long since and are adequately equipped with playgrounds. The private schools referred to above have extensive playgrounds on which are laid out many baseball diamonds, football fields, tracks, lagoons for swimming and canoeing and space for other forms of exercise. Boards of Education in some of our cities have now begun to make the provisions for the public schools. The Board of Lincoln, Nebraska, located their new $600,000 high school building in the middle of a

twenty-acre tract of land. The only question is, did they secure enough land? Our Board of Education has just purchased a track of land of eight and one-half acres, which they expect to develop as an athletic stadium for the city. The next few years will see a decided movement in this direction. Mr. Burke in his book, *Health and the School*, points out that it costs $1.00 to keep a child on a playground for six weeks while it costs from $18 to $40 to keep him in a reform school for the same length of time and from $40 to $60 in a hospital for the same length of time. Thus, a very few children saved from reformatories and hospitals would mean sufficient money to support an ample playground.

We need a different type of instructor for administering the work of this course from that usually found in schools. This instructor should have special training in the field of physical education. He should have something more than the letters, sweaters, and medals which he won during his college days to recommend him for the position. He should have a thorough knowledge of physiology and and hygiene, gymnastics, sports, and all kinds of group games.

When our high schools are organized on the principle that physical training must be required of all the boys and all the girls of the school; that this training *must* include the learning of information about the acquiring and maintaining of healthful habits; that this course is held the equal of any other course in the curriculum and that credit is given for it toward graduation; that the school day *is* lengthened to include it along with the other subjects, every day in the week; that the teacher supervising this work *has* a training equivalent to the training of a teacher supervising any other academic subject of the curriculum; that all the teachers of the faculty *are* enlisted in helping to administer this course, then our high schools will turn out boys and girls not merely physically efficient, but able to carry on their life work with more energy and at a higher level of efficiency.

The following paper prepared by PRINCIPAL A. M. HITCH OF KEMPER MILITARY SCHOOL, BOONVILLE, MISSOURI was read by Principal McDaniel of Oak Park High School, Oak Park, Illinois.

MILITARY TRAINING IN SECONDARY SCHOOLS

Your committee has no difficulty in coming to the decision that military training in secondary schools as a means of national defense

is ridiculous and the sooner forgotten the better. Our older brother, the Department of Superintendence, decided the question that way at its Kansas City meeting after a rather exhaustive report. Able commissions from Massachusetts and from New Jersey have canvassed the matter fully and have advised against it. Not one of the great warring nations of Europe has anything of the kind. Defense is a man's job, and as one committee said, nobody but a politician would think of shifting the responsibility from where it belongs to the shoulders of voteless boys and defenseless schools.

In these days of excitement when everyone is anxious to do everything possible to aid an unprepared country, it sometimes seems necessary merely to tag an idea, *military* or *patriotic* to put it through. Though committees in Massachusetts and New Jersey decided against introducing military drill into schools, a similar committee in New York was responsible two years ago for the enactment of a law which provided for military training in all the high schools of the state.

I am told by a prominent New York school man that the working-out of this law for compulsory military training is a fine example of the "frightfulness" of hasty legislation.

Yielding to the pacifists or failing to realize the immensity of the task, the law makers limited the preparation for national defense to three of the 168 hours each week. Uncle Sam has since demonstrated that it takes 168 hours a week for months together with expert trainers and under war conditions to make soldiers.

Then it was found that schools were not supplied with competent military instructors, and what was almost as bad, they had no equipment. Under proper conditions the federal government would undertake to furnish guns, which might be delivered in the course of time, but what about a drill hall! That is a necessity during the long New York winters. Most schools had no room available. With brave hearts the patriotic teachers made the best of it, and gave the drill in the school room in the aisles. To be sure it was limited mostly to calisthenics, now under the circumstances parading under the name of setting-up exercises.

But here a complication arose. The authors of physiologies and the physical directors had taught that when one exercises so violently that he perspires he must take a bath and change his clothing. Alas, no money had been appropriated for uniforms and there was hardly a school in the state that had adequate bathing facilities, and in the smaller towns there were no facilities at all. Hence a modification of

the law: The exercises must not be of sufficient duration to produce perspiration. It was decided that a 2-minute period was safe. Hence preparation for national defense went valiantly forward by drilling the boys in school for two 2-minute periods between classes in the morning and repeating this strenuous training in the afternoon, exempting those that had employment out of school, and probably those physically incapacitated because of a tendency to perspire with too little provocation.

Evidently the man is not in a class by himself who wrote to a military school superintendent inquiring if he offered any courses in military discipline by mail—if not, did he have any night classes in military discipline?

After being reduced to the absurd, the New York law was rescued by its friends and its enemies, amended by the legislature, and re-interpreted by the Military Training Commission and the Regents along the line of citizenship training rather than military training, and will probably prove a step forward in the physical betterment if not the military training of the school children of the state.

Because of the exemptions, the original military training law had applied to about 22,000 boys in the state; now it applies to 240,000. Just now 25,000 boys are actually enrolled for the training. The course so far has included chiefly the school of the soldier, the school of the squad, and the school of the company. It is planned to include much that comes under the head of training as well as drill. The law now applies to all boys between 16 and 19 whether in school or not, and whether working or not. There are numerous exemptions along the line of vocational training and vocational experience.

An important feature of the law is the part that requires every school child in the state over eight years of age to have a certain amount of physical training which, by the regulation of the Regents, now amounts to a minimum of four hours and forty minutes a week.

The usual arguments against public schools attempting military training may be summed up as follows: (1) The training is not effective unless supplemented by a subsequent course of adult training. (2) There is no reason for limiting the training to high school boys. The defense of the country does not belong to the educated alone. (3) The plan has been suggested partly because it looks easy to use the machinery of the school system for the purpose. (4) No great military nation of Europe has resorted to the training of boys. (5) Where it has been tried it usually fails to increase future enlistments.

(6) Real training is too strenuous for adolescents. (7) As a means of physical development it leaves much to be desired. (8) The results are to meager to justify the cost.

But the strongest negative argument is seldom mentioned and never stressed. The thing that makes a soldier is discipline. The only way a man can acquire the quality of discipline is to live with it. He may be "motivated" to pedagogical perfection with a dozen ambitions and purposes but until he can stand the "gaff" sick or well, buoyant or dejected, night or day, he is a liability as a soldier. A three hour a week course will not do much in this direction. A solid year in camp in early manhood is the only thing that will yield the result.

A good army then is made up of disciplined soldiers. An effective army must have size while it is training, both for the sake of the men and more especially for the officers. The men must get adjusted to a great organization, and the officers must learn by actual experience how to meet the problems of division and corps. Our army is getting that experience now for almost the first time since the Civil War. The high school corps at Jimtown that drills three afternoons a week, and the National Guard company at the same place will not count for much.

The schools are largely responsible for having the question thrust upon them. They have shown an eagerness in recent years to father every kind of preparation and pre-preparation. A century ago schools were looked to for a supply of teachers, preachers, doctors, and lawyers, and the courses were arranged accordingly. Gradually other callings were dignified as professions and we find the schools turning out farmers and fifty-seven varieties of engineers. The attention was turned to the needs of the country for stenographers and bookkeepers and the schools more than made good and threw in in addition thousands of salesmen and saleswomen, file clerks, etc. This let the bars down for vocational training. Manual training supplied an opening wedge for carpentry, and all the trades walked in. "Conceivably" the vocationalists say, "the schools will in time teach every trade there is," and they are marching gloriously towards this goal. Then came Mr. Booster who said, "If school is such a good thing, why confine its benefits to the kids? Let us old folks in on it." And when Mr. Tightwad added, "Sure, why let these expensive buildings stand idle half the year?" The schools fell over themselves crowding to the mourner's bench to be converted into community

centers and while some have backslid, many are living a happy and honored life as the benefactors of everybody and everything.

But the real test was yet to come. With this war madness seizing the world, people began to cast for an answer to the question, how can we prepare, how can we get an army? The answer was easy. Everybody goes to school, and everybody owes an obligation to the country. There is the organization, use it; drill the boys at school. Many a school manfully undertook the new task, and many a school made a mess of it before it was discovered that drilling boys a few hours a week and making an army for a country of a hundred million people have almost no connection with each other.

Effective military training can be given in connection with school work but not in high schools and universities. The military institutions of learning patterned after West Point, of which there are about thirty-five of high school grade and five collegiate, have in the present emergency furnished from their graduates and former students about 5,000 officers, more officers in fact that the army numbered before the war began. While pursuing their school work they had been living in barracks under a rather rigid system of discipline with daily drill and other military instruction and were good material for the army. This end is impossible outside of a boarding school and this means of training cannot be universal because of the expense and for many other reasons. The preparedness program which a year ago advocated a military college in every state, now aims at nothing less than universal military training.

To rely on the public schools or secondary schools for any national defense is out of the question. But since the school attempts in every way possible to prepare a boy for the duties of manhood, it must not overlook the military obligation that may come with manhood. School teachers are inclined by some paradox, to be pacifists. Right up to August 1914 most of them believed there would never be another great war, and they taught it. Then for two years and a half they believed that we as a nation were above the carnage of Europe. But we are coming. Last year our elder brother declared strongly for universal military training. It would be impolite to remind him what he said two years ago, but he has changed his mind.

The preparednedness idea has at last taken hold of us. We are anxious to do what we can. We have passed hasty legislation. We have in some cases asked school teachers to teach close order drill after school not over three times a week and for not more than an

hour at a time, and thus fill the nation with trained men. We have in recent times painfully watched half a million men spring to arms in six months in answer to their country's draft. And do what we could we realized at least that we were in the fix that the negro described as status quo. For real defense there is but one thing to do, and that is to do like our most successful enemy and our most successful allies—we must have universal compulsory military training for every young man about his twentieth year, and conducted and paid for by the federal government.

But though the schools cannot furnish the country with a trained army this year or any other year, they have a tremendous duty to perform in this connection. If the country gets on the sound basis of compulsory military training, the schools can give valuable pre-military training. A little military drill may be a part of this training but not the most important part of it. It takes a sound physique and robust health to make a soldier. This war has shown that in non-militaritstic nations like England and America it takes only a few months to teach the men the necessary drill but it takes a year to give them the necessary physical training to endure the rigors of actual warfare. "Give me an athlete," said General Leonard Wood, "and I will make a soldier in a few months." You will note that vigorous athletic contests have been pushed in the various cantonments as much as the drill. The country has been combed to find athletes for the aviation section.

Thus you see one important requisite of a good soldier. What is the physical condition of the young men of the country? In the years 1914 and 1915 approximately 80 per cent of the applicants for enlistment in the Navy and the Marine Corps were rejected for physical disabilities. The same percentage holds good for the Army in 1915. An analysis of the defects that caused rejection reveals the fact that about 50 per cent of the disabilities would have yielded to remedial measures in childhood. For a fuller report see Chapter 19 on Educational Hygiene in the 1916 *Report of the Commissioner of Education*. What was disclosed by the first draft? With the physical requirements greatly modified, one third of the 10,000,000 registrants are physically unfit for military service. Bad eyes, bad teeth, underweight and hernia are in order the main causes for rejection. The health department rather than the physical development department has the first duty towards these. But the more valuable two-thirds that have come to maturity reasonably sound leave much to be

desired in the way of physical condition. Witness the long period of training necessary to produce physical fitness. Real physical education apparently has not got very far beyoud the "Be-it-resolved-in-convention" stage.

The thing that made famous the great public schools of England, like Rugby and Eton, was the sturdy manhood and physical vigor they gave their boys. Most of the good private schools in America pay as careful attention to the health of their students as to class instruction. A prime duty the school owes the boy and the country is to make a good animal out of him. To that end the boy must have something that will get him out in the open. For that reason most military schools require daily drill, the greater the variety of drill the better. It is largely for physical purposes, and is adapted to the capacities of the students. This is supplemented with a certain amount of required athletic training. Live boys choose their form of athletics but the ever-present dead ones are given a hike or put through calisthenics. No system of physical exercises has as yet been devised that will reach without compulsion all the boys in school. Physical laziness is probably as prevalent as mental laziness. This must be recognized and met in any solution of the problems of physical betterment. Compulsory play is a paradox but a necessity. Get an idea from the Country Day schools which lengthen the day and include play. Or adapt the Gary system to local conditions, the recent experience in New York City notwithstanding. But all these things lose some of their value if they are not followed up with right living conditions out of school hours. Instruction in school and out is necessary as is also an *esprit de corps* that will make a boy adopt the wisdom of Solomon, A young man's glory is his strength.

Principals that are looking for some means of injecting better organization and discipline into their schools would find it profitable to study the High School Volunteer Idea. What the Boy Scout plan is for younger boys, this attempts to be for older boys. It has wonderful possibilities for the physical betterment of the entire student body, the formation of better ideals, and the practical application of moral lessons. Pacifists will find to their surprise that a study in the course of instruction reveals the fact that almost every season of the year has a "minimum of drill." It appeals to the adolescent's gregarious and competitive instinct. A wise principal or instructor finds that his disciplinary assistants have not been added to but have been multiplied.

What makes a good soldier? A sound body, obedience, ability to fit into an organization and lead, or be led, ability to take care one's self in the open, a good mind, and good character. These are the very qualities that make a good citizen. Then why call them military? The H.S.V. idea does not. It doesn't even use military titles for its officers. It is primarily an educational movement that is good for peace or war, good whether universal military training comes later or not.

The growth of the idea is worthy of comment. In 1916 about 10,000 boys in secondary schools were being given military training. In spite of the fact that excellent cadet organizations had been flourishing in the high schools of Omaha, Washington, Boston and other cities for years, the number had not changed materially from year to year. According to the secretary of the H. S. Volunteers of the United States the number of high school boys taking military training under the High School Volunteer plan affiliated with the organization is now approximately 30,000. They are distributed through fifty-two cities and towns including the school systems of Chicago, Denver, Detroit, St. Louis and other large places. The same authority estimates that at least fifty more high schools of good size have added military training to their curricula in the past year. If these latter have nothing but ordinary drill to offer their students, nothing but an inspiring leader will enable them to outlast the war.

The success of the plan depends greatly on the instructor. The thing will not run itself. The National Government has been sufficiently interested in the movement to furnish the necessary military equipment, including tentage for camping, when available, and officers and non-commissioned officers from the army, as instructors, when available. Since the war the army has not been able to spare any men, but gave teachers who were designated by their schools to conduct military work an opportunity to attend a training camp last summer to prepare themselves for the military part of the instruction. The same may be done this year. Just before the war came, army men were being specially trained for this kind of work. To show its "non-military" character, it may be remarked that an army officer without special aptitude and training for this work would be handicapped almost as much as a teacher without military training.

In conclusion: No system of military drill has as yet been devised that can be introduced into secondary schools as a means of defense at

all adequate to the needs of the country. National defense is a paramount issue but a man's obligation. It seems clear however, that the duty of the school is to bring the youth of the country into maturity sounder of body than is done at present. To that end physical development, health, sanitation, everything that will produce a sounder race physically, must receive the undivided and serious attention of all American schools. The Great War will not have been in vain if we are aroused from our lethargy to realize on our possibilities. We can't beat the ancients, "A sound mind in a sound body."

PRINCIPAL E. J. EATON OF NORTH HIGH SCHOOL, DES MOINES, IOWA, presented a report for the Committee on Organization of Student Social Life.

ORGANIZATION OF THE SOCIAL LIFE OF THE HIGH SCHOOL

Attention was first directed to the organization of the social life of the high school by the evils attendant upon the high-school fraternity or secret society. Some years have passed since the frat-problem was first attacked.

Various attempts have been made to meet the problem by substitution and internal control, and although the methods adopted have been attended with some success, for the most part the measures have been incomplete and inconclusive. Aside from the generally admitted proposition that high-school boys and girls must have their social groups, there have been evolved no principles for common practice, no thorough-going study of the educational possibilities involved, and little that reflects a professional attitude towards a social administration.

The high school of to-day has to meet social and economic conditions that were unknown to its prototype, the academy of yesterday. Then the demand was for a scholastic training that should fit the few for entrance to the so-called institutions of higher learning. The figure of the scholastic bottle and the pedagogic funnel gives a rather accurate pciture of the demand of the times and the successful method of supply. Truly the old order passeth. The

institution of the home and the community, the association of father and son in industry, the religious life of the people, have suffered radical changes. Our youth are charged with disregard for law and authority, and with irreverence. The former controls of conduct seem to be passing and we are witnessing the results. Although the opportunity for the education of the schools has been greatly extended, boys and girls are becoming of age at a much earlier period. If the school is still to assume the task of vocational training to meet the new economic conditions, there is equally good reason why it should adopt such reorganizations as shall insure social education of a type heretofore unattempted by the schools.

It is perhaps presumptious to suggest in advance certain principles that are likely to be established by a thorough study. However, there are a few generally accepted conclusions in educational philosophy that must be found to apply directly to the problem of the social life of the high school. The first and foremost that we must act upon is that the boy and girl are by nature social beings having deep-seated social impulses that cannot be inhibited though they may be directed and modified through proper training. In other connections we have learned that instincts and impulses may be made use of as invaluable aids in the attainment of desired ends in education.

We have learned also that the teachings that are to carry over into practice must be acquired in situations most nearly resembling the actual circumstances of use. All instruction about manners and morals unless intimately associated with the social situation is likely to be lost in part if not wholly. High-school life for the high-school youth is the biggest reality of his existence. About it centers his greatest interests, his daily conversation, and his youthful ambitions. Home and community life no longer exercise their former supervisory influences, and the youth emerges from the school almost untouched by any well-directed effort to shape his social existence.

A great deal is being said in these days about socialized study and recitation. The aim seems to be entirely directed towards liberating the youth's activities for self-induction of the material of education. There is another aspect of socialized education that concerns the problem before this committee. The social situation that is inevitable in a socialized recitation introduces immediately the question of social organization. So long as pupils are kept sitting eight in a row, four rows deep, facing an autocrat who propounds questions and prods the inattentive, eyes front and lock step, the problem of social adaptation

is simple. Break up the semi-military social situation and introduce the possibility of co-operative associated effort and freedom of activity, encourage initiative, require resourcefulness, in short, create a situation resembling real life, and the organization and direction of social experience becomes a problem of the social administration of the high school of a kind that invites our best thinking. No need then of teaching *about* the social situation; he *is* the social situation, and in it he learns the lessons of conduct. High-school life becomes the laboratory of social science applied.

It has been observed by those who have given their attention to the problem of organizing the social life of the high school that high-school boys and girls have been quite content to give up their outside clubs when something better has been offered by the school.

Athletics is said to have supplanted rowdyism in our colleges, and there are likewise schools that know not the secret fraternity because a wise administration early endeavored to meet the social need by directed social groups. When the reorganized high school shall have fully come into being as a socialized institution, the social activities growing out of all its educational practices will competely meet the natural requirements of social beings, and clubs will become identified with the social groups working in English or science or language.

The direction of the social life of the high school is apparently an educational problem more than an administrative problem. The success or failure of high-school clubs has depended almost altogether on the character of the supervisory leadership. Teachers who are successful as judged by the old standards of class room management often fail to lead a group of boys or girls organized socially. The test of true teachership is most severe in such intimacies, and the requisite knowledge and understanding has not been taught in the teacher-training courses. Education in behavior of the distinctly social type depends upon trained leadership yet to be adequately supplied in the coming high school.

One further suggestion is in order. Suitable provision has yet to be made in the construction or arrangement of our high-school buildings for the proper realization of social activities. The present associations connected with our schools are too formal to permit the social idea to take form in the imagination of the high-school youth. Fixed desks and side-arm chairs, unadorned and cheerless rooms, are incompatible with sociability, or at least antagonistic in the mind of

the youth already familiar with the unsocial practices of the schoolroom. Whether each school building is to be provided with a suite of rooms for social gatherings, or many of the rooms are to be made adaptable to such uses, or each department is to be provided with a general room in which the social atmosphere ordinarily prevails, certainly there is needed that which invites, attracts, and pleases the sense of social fitness.

There have been a wide variety of experiments in the organization of the social life of the high school, but even the most widely divergent forms have not differed essentially in their basic principles. Undoubtedly a careful study of the various organizations would disclose common principles that would serve as guides in administrative practice.

The present need is not for more experimentation in the organization of the social life of the high school, but for the analysis and organization of our present thinking in socialized education, in order that we may see clearly the underlying causes for the existence of a problem, and that we may get a clear definition of the purposes that should determine our procedure.

FOURTH SESSION

The Fourth Session was held at 2:00 P.M. in the Rose Room of Hotel Traymore, on Tuesday, February 26, 1918.

PRINCIPAL PAUL C. STETSON OF SOUTH HIGH SCHOOL, GRAND RAPIDS, MICHIGAN, addressed the Association as follows:

REPORT OF THE COMMITTEE ON THE JUNIOR HIGH SCHOOL CURRICULUM

PAUL G. STETSON, PRINCIPAL, SOUTH HIGH SCHOOL,
GRAND RAPIDS, MICHIGAN

Your committee on THE JUNIOR HIGH SCHOOL CURRICULUM takes pleasure in submitting the following preliminary report. At no time have the members of this committee been together, and the following report is the result of correspondence rather than of actual meeting.

Your committee feels that this preliminary report should not attempt a detailed statement of what should be taught in each grade of the junior high school, but should indicate: (a) the general principles upon which the reorganization of the junior high school curriculum should rest; (b) the place and scope of vocational work, such as commercial branches, shop work, and household arts; (c) a closer articulation of the junior and senior high school curricula; (d) the extent to which differentiation of courses should be carried out; and (e) the difference between the curriculum of a junior high school and that of a trade school.

Your committee believes that the junior high school curriculum should include the teaching of what may be termed the minimum essentials; namely, English, mathematics, and history. The reorganization of the junior high school curriculum, we feel, should recognize the fact that for several reasons these three subjects should be a necessary and vital part of the reorganization. In the first place, these three subjects are pre-requisites for entrance to the senior high school, and no reorganization should be undertaken which will deprive students of the opportunity of entering the senior high school. In the second place, a considerable group will desire after graduation from the senior high school to enter college. This privilege should not be denied to them. Lastly, we believe that these three subjects are fundamentally and essentially necessary to any well trained product.

One of the great opportunities of the junior high school is to aid in the development of the individuality of the students of that period. The period between the ages of thirteen and sixteen is the time when practically all of the children enter upon adolescence. This tremendously important stage in the lives of the students is a period of change. Almost for the first time, the students begin to ask the question, "Why?" about their school work. They must be dealt with as individuals. In short, the period of adolescence is the time of budding individuality. We feel that, in the reorganization of the curriculum of the junior high school, this outstanding fact should be most carefully considered. An opportunity should be presented whereby the individuality of the child may find some expression. There is nothing incompatible with this principle and the first. Not only must these students go through life as individuals, but they will also have social relationships with other members of the community, so that, while we believe in certain minimum essentials, we

do not feel that our insistence upon this in any way abridges the development of the individuality of the child.

As a corollary of the second principle, we feel that the junior high school is essentially a "finding" place. The students should be brought in contact with as many different phases of activity as possible, in order that he may have an opportunity to determine his own aptitudes and abilities.

If the principles just laid down are to be accepted, it follows at once that vocational work has a very important place, and that its scope is greatly widened. Through vocational work, such as commercial branches, shop work, and household arts, is provided a splendid opportunity for allowing the junior high-school students to "find" themselves. We would recommend that, wherever possible, the "rotating" scheme of industrial work for the boys and girls of the junior high-school age be employed, and, as a guide, we would make the following suggestions:

Grade	Subject	Semester	Hours
7-1	Mechanical Drawing	One	100
7-2	Forge	One	100
8-1	Machine	One	100
8-2	Woodworking	One	100
9-1	Printing	One	100
9-2	Electrical	One	100

The place of commercial branches, such as typewriting, bookkeeping, etc., in the junior high school curriculum is a debatable one. However, we feel that typewriting, together with some elementary bookkeeping, may be introduced in the eighth grade. The purpose of such vocational work in the junior high school is not so much to teach a trade as it is to enable students to "find" themselves.

If the "gap" between the ninth and tenth grades is not to become as pronounced as that between the eighth and ninth grades, we must so arrange the curricula of the junior and senior high schools that there will be a considerable over-lapping; that is, we recommend that certain subjects be started in the ninth year which will have to be completed in the senior high school. We also recommend, if possible, that from time to time teachers of the senior high school

conduct classes in the junior high school. The junior high school must be allowed to develop, not as an independent unit of the school system, but rather as a part of the whole.

Your committee feels that extreme differentiation in the matter of courses is not desirable. We believe that it is wrong to allow seventh grade students to elect courses which will definitely determine and limit their future school life. Individual students may always be made an exception to the general rule, but we do not feel that, in the seventh or even in the eighth grade, students of that age are capable of determining definitely their future. We suggest, on the other hand, that all of the students in the seventh, eighth, and ninth grades be given an opportunity to test themselves out in different activities, rather than that they be required definitely to select a course in the seventh grade with no opportunity of trying themselves out in other activities.

This leads, naturally, to a discussion of the difference between the curriculum of the junior high school and that of a trade school. We believe that the junior high school is fundamentally different from a trade school in that the students of the former are testing out their abilities and that the students of the latter are giving these abilities specific training. In other words, the junior high school is an institution in which abilities are discovered, and a trade school, one in which they are given special training. As a rule, the students of a junior high school are required to attend that school but the students of a trade school are there because they elect to attend.

Your committee feels that a complete reorganization of the course of study in English, mathematics, and history must be preceded by a careful scientific study of the entire situation. We feel that the course of study in these three branches for the seventh, eighth, and ninth grades should be a unit. If the junior high school is to function efficiently, it is absolutely necessary that the course of study be changed so that they will meet the new situation. In *Bulletin* No. 2, 1917, of the Bureau of Education on "The Reorganization of English in Secondary Schools" occurs the following sentence: "The chief problem of articulation is not how to connect the high school with the college, but how to connect the high school with the elementary school. This can best be solved by regarding the seventh, eighth, and ninth grades as constituting the first stage of high school. This new unit should be reorganized so as to gain in efficiency and

save time by providing for individual and group interests and for instruction suited to adolescent and average pupils."

The mathematics of the junior high school, we feel, should be thoroughly revised. Algebra and constructive geometry should be introduced in the eighth grade, and the repetitions which occur as the subject is commonly taught should be eliminated.

General science, we feel, may safely be introduced in the eighth grade, and should have for its purpose not to give any considerable body of information, but merely to serve as an introduction to the study of science in the senior high school.

Foreign languages may also be offered in the seventh and eighth grades.

The reorganization of the course of study in history is typical of what may be done with the other subjects. This course has been in use in the junior high schools of Grand Rapids for one year. In brief, it calls for the teaching of history through the seventh, eighth, and ninth grades. In the seventh grade, we have the beginning of civilization and the period of exploration; in the eighth grade, the colonization and the formation of the Union and the growth of Democracy; in the ninth grade, the period of expansion and conflict and consolidation and development, and, at present, a study of the United States in the world war. Civics is taught in each grade once a week.

In conclusion, we wish to recommend that the President of this association be authorized to appoint several committees, dealing with the different phases of the reorganization of the junior high-school curriculum. We further recommend that definite committees be set to work to outline in detail a course of study in the different branches.

PRINCIPAL J. STANLEY BROWN OF JOLIET TOWNSHIP HIGH SCHOOL, JOLIET, ILLINOIS, read the following report:

REPORT OF THE COMMITTEE ON THE JUNIOR COLLEGE

J. STANLEY BROWN, PRINCIPAL
JOLIET TOWNSHIP HIGH SCHOOL, JOLIET, ILLINOIS

THE JUNIOR COLLEGE

Every step in the evolution of public education in America has met with opposition. Our earliest records show opposition to any

kind of public education. The recognition and development of the elementary school was fraught with peril, but it proceeded and progressed and won its way by the contributions it continually made to the people at large. After the elementary education had been fairly established in the public mind, the essence of evolution did not cease to work, and the outcome of its further expression was an extension of the elementary school course—first, a year, then two years, then three years, then four years. It must be carefully born in mind that this kind of evolution was accomplished only by continued struggle. Eternal struggle towards an ideal has always been the price of success in a democracy.

The general acceptance of the right of public taxation to maintain a high school, is only a few generations old, and when our forefathers put into the fundamental law of the various states clauses placing age limits of public education from five to twenty or six to twenty or six to twenty-one, little did they think or dream that the evolution of public education would proceed until all who cared to share its provisions had the privilege of a continuous curriculum during this entire period of public education. The evolutionary process does not discontinue its work when it is concerned with living units, and so the evolution of public education has brought us from the elementary school through two years or more of work following the public high school, and corresponding in some measure with the freshman and sophomore years of the American college, and we are calling these two years "the Junior College years."

The Public Junior College justifies its legal existence, first, in the fact that education is the function of the state; and second, in the fact that public education is comprehended between the years of six and twenty or twenty-one. No court will deny the right of the child to an education continued through the complete legal period. It is on this basis that the Junior College is operating in Illinois, in Indiana, Michigan, Oklahoma, Tennessee, Missouri, Minnesota, New York, Oregon, Washington, and elsewhere. But in California, largely through the efforts of Dr. David Starr Jordan and Dr. A. F. Lange, the legislature of that state passed a law in 1907 providing that:

> the Board of Trustees of any city, district, union, joint union, or county high school may prescribe post-graduate courses of study for the graduates of such high school or other high schools, which course of study shall approximate the studies prescribed in the first two years of university courses.

The pedagogical reason for the Junior College seems to lie deepest in the fact that it is best for the adolescent school period to represent one undivided period of education. It is conceded that all of the work done in the first year of the American college, and almost all done in the second year, is largely of a secondary nature. The Committee on Economy of Time in Education, in a very recent statement, says:

> that the graduates of the fifteen or more Junior colleges in California show more satisfactory work when they have entered the universities than do the pupils from the same schools, who have entered the universities directly after their four year high school course.

There is very good reason to believe that the smaller classes, the more careful and personal instruction, and the more intimate knowledge possessed by the teachers of the students in the Junior College, give a very much better opportunity for satisfactory instruction than may be found in the large universities. It is stated by a college dean in a large university in the Mississippi Valley:

> that the combination of good teachers and research men is rare. We do not want any man in the College of Liberal Arts who is not a productive scholar. The question arises: Can a pure teacher keep pace? No. The universities should not keep a pure teacher more than five years. We should keep the good research man, however, whether he can teach or not.

Of course, there must be research; research has its place, but research must have its propagandists, or it is wasted energy. If the university has to rest its case on the number of capable research people that it turns out, it will have to disclaim any responsibility for a democratic development. The Public Junior College does not desire on its faculty researchists, but it does desire the highest and best types of pure teachers. It is for this reason that, in our judgement, the Public Junior College is far better able to receive and teach the young men and young women in this stage of their adolescence.

The social and physical reason for the Junior College in the home town lies deepest in the social and physical immaturity of the boy and girl at the close of the four years of high school. There is a continued necessity for parental oversight, parental magisterial guidance at close range, both in the school building and out of the school building. The immediate personal knowledge gained through all the preceding years acts as a basis for the procedure of both the parent and the teacher. This basis is utterly impossible for a new institution to

secure. The submergence in scholarship and character, often unavoidable in the large university, in the case of the hundreds of undirected freshmen who enter, is very largely avoided in the Public Junior College, because of a more complete understanding and a deeper interest in the individual student.

While the development of the Junior College has been rapid, and is now found in large or small numbers in about twenty different states, the statistics are not sufficient to warrant the same kind of deductions respecting scholarship, withdrawal from college, as may be made of other institutions doing like work, but with much more extended experience. The records at hand, applying to a few schools in the Mississippi Valley, and a dozen schools in California, indicate that the withdrawals on account of failure in work are much fewer than from either the American college or the large university.

The economic reason for the maintenance of a Junior College is one of growing concern, because of the continued upward trend of college cost. It is conceded, without debate, that the number of high school graduates entering college in a city where there is located a good American college, is always very much larger than the number of such students in a corresponding city, which does not contain a college. The local atmosphere, the reduction of the actual cost of attending college, the fact of living at home, the fact of personal oversight by the parents, and other like causes, argue that a Junior College in the home town will contribute advantages to a very much larger number of young people, than would find it possible to secure these advantages, if it were necessary to travel a hundred or two hundred miles to secure them, and to meet two or three times as much expense.

The experience which the present Public Junior Colleges are having is akin to the experience of all new institutions; they are studying their problems and solving them as best they can. The tuition in the Junior Colleges, based on a brief investigation, shows that it varies from nothing in the Junior Colleges of Illinois to two hundred dollars per year in Rochester, Minnesota. There is a great variation in the cost as shown by Commissioner Wood in the sixteen Junior Colleges of California. The cost per subject, computed by Principal Gould of San Diego, is: Mathematics, $17.02; History, $9.79; economics, $9.11; English $16.40; French $12.19; German, $11.08; chemistry, $30.46. This cost per pupil in each subject does not differ materially for the cost per pupil in high schools of the same locality. Superintendent

Olney, of Santa Barbara, says that, while the cost per pupil in his high school is $91.34, the additional cost for Junior College students is $50.00 for each student per year. Principal Engle of the Union High School at Auburn, which is a Junior College, says the per capita cost is approximately $80.00 per year, and that if vocational courses are offered—and it is desirable that they should be—the cost per student will undoubtedly be larger than the cost per pupil in the high school.

The cost of equipment of the Junior College is of vital importance, because, unless the equipment in laboratory, in library, and in men and women, is equal to that of the best American colleges, or better than they are, there is insufficient ground for asking consideration on the same basis as a good American college. In this same report of Commissioner Wood, Principal Engle, of the Auburn Junior College, states that the cost of equipment of analytical Geometry is nominal; of Calculus is nominal; of History is nominal; of Nineteenth Century History perhaps $100.00, of first and second year College English, $150.00; second year College Chemistry, nothing additional; of College Physics, probably $140.00; Logic, Latin, French, German, Spanish, Psychology, a merely nominal amount. It may be safely said, on the basis of these very few investigations of this phase of our topic, that pupil for pupil the cost of equipment in laboratory, library and teachers, for the Junior College, will not be to exceed 40% of such equipment in the regular four years of high school.

Akin to the economic phase of this question, is the building. As in other things, the local demands, local conditions, local industries, must play a very important part, and no set of conditions given in any detail may be made uniform for all Public Junior Colleges. We find the greatest variation; some conduct the entire Junior College work in the high school building, with or without a separate and distinct time schedule for work, but always giving as much time for recitation, for laboratory, as the requirements of the American Association of Colleges. Another place has found it best to make a separate building and have a separate organization, even though adjoining the public high school building; and to make a separate program, a separate time schedule, a separate laboratory and a separate library for this work. It is clear that where such a conception is dominant that the attendance should be large enough to justify such expenditure. In all schools having supervised study, requiring one period for recitation and another immediately following for supervised study, it is com-

paratively easy to arrange the Junior College schedule by assigning eighty minutes a day to each subject of the College schedule, and have the same kind of time regulation for the regular high-school program as for the Junior College program.

The employment of the teachers for Junior College work is quite as largely affected by the economic element as by the professional element. It is very necessary that men and women entrusted with Junior College work should be real, pure teachers, with at least the first two degrees—the Bachelor's and the Master's, and with an open mind and a great ambition towards securing the next degree, the Doctor's. In order that this professional qualification shall be fairly met, it is necessary that the stipend shall be at least two thousand dollars. This, we are aware, is above the average—indeed, it comes very near the maximum salary paid to a regular professor in the American college. The amount of work and the actual teaching done by these members of the faculty in the Junior College, must comply with the amount set down by the American Association of Colleges.

It is highly important that the greatest care should be exercised in the decision to establish a Public Junior College. The basis on which this decision should rest will not be common to all communities, nor will the creation of public opinion proceed through the same channels in all communities, but it is clear that if decisions to establish such Junior Colleges are hastily made, with the inevitable result of unsatisfactory work and possible discontinuance, that such results prove a very great detriment to the whole movement. It is, therefore, advisable that due weight shall be given to investigations covering the basis of establishment; first, public opinion should furnish a real demand for the training of its own adolescents, for the entire adolescent period, so that, as A. F. Lange has expressed it:

> The result may not be truncated, ineffectual, a non-functioning education, but that an immediate adjustment may be seen, which considers a lengthening of all concerned, so as to include the entire period of adolescence.

An investigation made by Commissioner Wood ends with a recommendation:

> That the law provide that these two year post-graduate courses shall not be established in any Public High School district whose assessed valuation of property is less than seven and one-half million dollars. It provides, also, that no Junior College courses shall be established unless at least fifteen qualified students in the district shall be

ready to take advantage of it; and that, further, when such attendance shall, for any cause, be reduced to ten, such Junior College shall be discontinued and not re-established except on petition by the residents of the district.

Public discussion, the support and help of the large universities now receiving the immature high school graduates, must always be a big factor in determining to establish the Junior College. The conditions for establishment cannot be fixed except to a minimum extent, because the elements entering in must vary in different communities, according to the nature and wish of such communities. Touching this point, we quote from Principal Holingshead, of the Santa Barbara Junior College, who says:

We are as much concerned with developing a continuation school to fit the needs of our community as with doing the equivalent of prescribed courses in the lower divisions of college work.

The larger Junior Colleges are now giving much attention to such courses, regardless of the way these may adjust themselves to possible future university credits.

This last statement raises the question of the curriculum and the limitations of the school itself. The same question arises here which arises when we are making the curriculums for the four year high school:

Shall the curriculum be made to operate as a thing in itself, independent of preparation for immediate contact or immediate entrance into a higher collegiate institution?

Mr. Gray, in his article in *The School Review* for September, 1915, says:

A unified program of work is essential, but not absolutely necessary; but this should not preclude many changes in the subject-matter. New methods of work, new aims and larger standards to fit the immediate needs of the work and problems of the Junior College, the curriculum, must not be led out as a straight, narrow, and assured way to the entrance of the universities. The work must not be simply to get ready for something ahead, but must be considered as finishing something; the work must be complete in itself—a preparation for citizenship—not for the higher educational institutions.

It is clear that there is no uniformity of opinion on this point, nor in the contents of the curriculum. The natural evolution of the curriculum would argue that it would follow the evolution of the high school curriculum, which was primarily to prepare people for college, and its evolution gave to it a broader and wider significance and has led to the making of high-school curriculums, presumably to complete in themselves a kind of preparation for certain types of practical life.

Reasoning upon this basis, the curriculum of the Public Junior College would naturally take the work ordinarily prescribed in the Colleges of Literature and Arts for the first two years; and after such work has been fairly established, another step in the evolution of the Junior College would take on some of the suggestions of Mr. Gray and prepare the students to enter the colleges of medicine, law, engineering, and other professions; and, in addition, prepare for immediate entrance into business, industrial and semi-professional life.

The equipment of the Junior College to meet the demands of two years of higher commercial education, beyond the high school, and two years of technical and industrial education, complete in themselves, beyond the high school, will add very greatly to the cost of equipment mentioned earlier in this paper.

As a result of this examination, we come to the point of stating the subjects which are offered in the Junior Colleges, which have been examined; two years of College English; two years of College History, one of which shall be Nineteenth Century, and the other American and English; two years of either Latin, German, French or Spanish; two years of Mathematics; one year each of Botany, Zoology, and Physics; two years of Chemistry, one year of Agriculture; one year each of Civil, Structural, Mechanical and Electrical Engineering. These curriculums indicate first efforts at meeting a real need, and we shall expect that these, like the curriculums of the high school, and somewhat like the curriculums of the American college, and the American University, shall be subject to change from year to year and from decade to decade as conditions change, and as new demands arise. It is certain that no curriculum, which is applied to a force as fluidic as humanity, can be made fixed and unchangeable.

The Junior College movement cannot be checked; it must, therefore, be carefully guided in order that its development may continue in larger and larger measure to take properly the evolutionary steps essential to comprehending the whole of the adolescent period.

MINUTES OF THE THIRD ANNUAL BUSINESS MEETING

of the NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, held in Atlantic City, New Jersey, February 25, 1918.

Following the afternoon session the business meeting was called to order at 4:10 P.M. in the Rose Room of Hotel Traymore, Atlantic City, New Jersey, Tuesday, February 26, 1918. The President, Principal Jesse B. Davis, Central High School, Grand Rapids, Michigan, was in the chair.

The report of the Committee on Necrology was presented by Principal H. T. Steeper, Central High School, Leavenworth, Kansas, as follows:

We, your Committee, beg leave to report the following resolution: *Resolved* that the National Association of Secondary School Principals assembled at Atlantic City, New Jersey, February 26, 1918, hereby expresses its appreciation of the very grave loss which has come to the whole field of education, and especially to that of secondary schools, by the death of Dr. Charles Hughes Johnston of the University of Illinois. We very sincerely feel that our profession has suffered the loss of one of the men whose work and association among us inspired us to a larger vision of the great possibilities of secondary education as a profession and gave us fuller confidence in ourselves. To many of us who had the good fortune to be numbered among his students and personal friends his seemingly untimely death has come with very great force which is lessened only partially by the knowledge that Dr. Johnston served well his generation. We need more of such inspiring leadership.

On motion and second the report was adopted.

Principal E. J. Eaton, North High School, Des Moines, Iowa, read the report of the nominating committee as follows: For President, Principal W. D. Lewis, Wm. Penn High School for Girls, Philadelphia, Pennsylvania; Secretary-Treasurer, Principal H. V. Church, J. Sterling Morton High School, Cicero, Illinois; Executive committee, Principal B. Frank Brown, Lake View High School, Chicago, Illinois; Principal Edward Rynearson, Fifth Avenue High school, Pittsburgh, Pennsylvania; Principal Jesse B. Davis, Central High School, Grand Rapids, Michigan. On motion of Principal J. Stanley Brown, Joliet Township High School, Joliet, Illinois, the name of Principal E. J. Eaton as Vice-President, was added in amendment of the report.

The report as amended was seconded and adopted.

The Secretary presented the following resolution, which was adopted: *Resolved* that the Executive Committee be instructed to enter into negotiations with state associations of high-school principals to promote the end that membership in such state organizations shall constitute thereby membership in the National Association and that the committee report thereon a year hence. Also that the Executive Committee be empowered to make financial arrangements to consummate the plan above stated.

Principal E. J. Eaton presented the following resolution: *Resolved*, that the National Association of Secondary School Principals in annual session at Atlantic City, New Jersey, hereby subscribes its enthusiastic support and co-operation in the part asked of the schools in winning the war for liberty and humanity. It pledges its unceasing influence and activity in spreading the patriotic ideals of American democracy, and in such measures as are advanced for the purpose of bringing the war to a successful issue.

This resolution was adopted.

The subjoined report of the Treasurer (p. 66) for the fiscal year ending February 20, 1918 was read, followed by a report of the Auditing Committee presented by Principal Merle C. Prunty, St. Joseph, Missouri.

REPORT OF TREASURER

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS
MARCH 1, 1917 TO FEBRUARY 20, 1918
Presented at Atlantic City, New Jersey, Feb. 26, 1918

RECEIPTS

1917		
Mar. 22	Mr. F. M. Hammitts' check	$200.00
Apr. 23	Mr. Porter Graves' Postal Order (Banquet Returns)	38.70
June 6	Mr. F. M. Hammitts' Checks and Postal Orders	10.00
Oct. 30	Mr. F. M. Hammitts' Check	40.00
Dec. 1	Mr. F. M. Hammitts' Check	39.26
Dec. 1	Mr. F. M. Hammitts' Check	4.83
1918		
Feb. 15	Dues	2.10
	TOTAL RECEIPTS	$334.89

EXPENDITURES

Telegrams	$ 3.38	
Printing (Letter heads and Envelopes)	17.00	
Postage	9.00	
Printing Reply Post Cards	6.50	
Check of Mr. F. M. Hammitt of October 30th protested	44.70	
TOTAL EXPENDITURES		$ 80.58
Cash on hand, February 20, 1918	$ 2.10	
Balance in bank, February 20, 1918	252.21	
Balance on hand, February 20, 1918		$254.31

Audited and approved this 26th day of February 1918—

M. C. Prunty, Chairman Auditing Committee
John N. Greer
W. A. Bailey

On motion the Association adjourned.